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THE ABRAHAM LINCOLN COLLECTION

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Administration of Physical Education and Athletics

THE CASE METHOD APPROACH

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To My Wife

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PREFACE

This text has two main divisions. Primarily, it is a collection of cases in the administration of physical education and athletics. It includes in addition several chapters which serve to introduce students to the "case method" of learning human relations and administration.

Under the case method, students read, analyze, and then discuss "real life" administrative problems like those they will have to face in their future careers. The emphasis is on careful analysis and "digging" for facts. The instructor is very important, but he does not dominate the discussion or seek a predetermined goal. He may serve as a resource person, an evaluator of progress, an informed member of the group, a discussion chairman, and a summarizer.

The reader will find that there is included no new supply of "knowledge" which must be learned. Here is an approach to the learning of administration, however, that the field of health, physical education, and recreation has not yet met. This text can be used by itself by both men and women at either undergraduate or graduate levels of instruction, or it may be used as a laboratory manual in conjunction with a standard text. Since the case method is attracting so much attention in the business field, as well as in educational administration and the social sciences, it would seem worthy of a trial in our area.

Many who have administered programs, and who have perhaps taught "the administration course" in the major program, have felt the need for a new approach. We have played with the concept of "democratic administration." In our courses we have tried group discussions, committee work, group projects, different types of readings, and term papers. Although all these techniques have been helpful and have served to break away from the traditional, monotonous, unilateral type of teaching, student reaction has not been such as to evidence that these courses have been most worthwhile.

We have come to realize that there must be a better way. As a result of a great deal of reading, conversation, and experimentation, the author has come to believe serious consideration should be given to the case method of teaching human relations and administration in our field. We feel that it is the ideal method in a democratic country.

Through the case method of teaching, students apply their understanding and imagination to administrative problems which actually have been faced by professionals on the job. For the first time the student takes part actively in the search for a rational course of action based on the relevant, concrete facts available. He will develop attitudes. He will learn to analyze the problems critically. Ultimately we hope he will develop the self-reliant judgment necessary for success as an administrator of physical education and athletics.

Certain questions are included at the end of each case presentation. Ideally, questions would not be used, as they tend to be directive. Further, we do not suggest that these are the *only* ones to be asked; in fact, they may not even be the best ones. They are merely those suggested by the person who submitted the case, and in some instances by the author of this text.

Part 1 serves to introduce and orient the student to the case method of teaching. There are no secrets to be kept from the students. They should know what is going on at all times. First, we discuss the *general* concept of administration, *emphasizing that there are few specific* rules in this field. Then we introduce the student to an analysis of teaching by the case method. Since the cases have been selected to include most administrative problem areas, the concluding chapter of Part 1 offers summary statements defining these main areas. This chapter stresses "principles" or "currently useful generalizations" which are generally recognized as being valid, *for the present*.

In Part 2 we present the actual cases for discussion—thirty of them of varying length and complexity. Each case is listed under an administrative problem heading. It is important to note, however, that a case is often more than what it may appear to be on the surface.

Part 3 is short—for a purpose. In a *concise* way we have made an effort to sum up the entire course. The student will notice that in this summary there is no attempt made to indoctrinate. It was adapted from a summary "lecturette" offered to the first group of students who went through the experience of learning by the case method with the author. Nothing was introduced that had not arisen naturally in previous case discussions.

Although this volume can be used alone as a course text in administration, supplementary reading seems highly desirable. As students discuss

the various cases, they will realize that their knowledge is far from complete. Before using the case plan of instruction they might have been aware of this lack but done nothing about it. The author has found that the interest generated in the discussion of these cases encourages students to read widely and completely. The bibliographical material offered throughout the text, particularly the specific references for each case as listed in Appendix A, will serve as an admirable guide.

To express appreciation to the many people who have given the author so much help is a very pleasant task. Associate Dean Walter Thompson and Professor Jack Wettlaufer of the School of Business Administration of the University of Western Ontario, guided a novice in this approach to teaching. Professor John S. Brubacher of Yale University helped the author develop a personal philosophy of education which allowed him to realize the potential in this plan of instruction. Professors J. R. Fairs and M. S. Yuhasz, the author's colleagues at the University of Western Ontario, provided much of the enthusiasm necessary to "get the project off the ground." Dr. Paul Hunsicker, Chairman of the Department of Physical Education for Men at the University of Michigan, gave encouragement and the opportunity to test the method with students. Dr. King McCristal, Chairman of Professional Preparation at Michigan State University, experimented with some of these cases in his classes and offered further encouragement to continue. The author's wife could undoubtedly use this approach herself, as she has heard and read about it night after night. To all those people described anonymously in the various cases no malice was intended. To those friends and graduate students who submitted many of the ideas for the case studies and who therefore must remain anonymous also we can only say, "you made this effort possible."

EARLE F. ZEIGLER

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PART

1

INTRODUCTION AND
ORIENTATION

WHAT IS AN ADMINISTRATOR?

WHAT is an administrator? Is he the "boss"? Is he the one who gets people to do what they would rather avoid? Does he "sugar the pill"? Does he organize a department so that the work will get done? Does he implement the planning of his principal, the superintendent, or the school board? Is he working toward a goal that his staff is aware of? Does he keep the staff "sullen but not mutinous"? He may dangle offers of rewards to the underpaid teachers, if they will economize at every turn. He may be concerned about the welfare of the individual staff member, but he never lets him know. Perhaps he never has conflicting loyalties. This he can't forget—he is paid to be a "watchdog" for his superiors.

The "strong" administrator

A "strong" administrator gives the impression of efficiency every time he is seen on the job. His decisions are clear and correct. His superiors lean on him heavily, because he has such a strong personality and is so well prepared for meetings. His system of communications is excellent, insofar as changes in policy and procedure are concerned. There is never any doubt on the part of the staff member, because this administrator has issued a covering memorandum anticipating the changing situation. This man picks his teachers carefully; he demands excellence, he fights for high salaries.

The "fairly friendly" administrator

Perhaps the administrator is known as "fairly friendly." He is a hard worker, but he has an interest in his staff as people and is kindly even when he must discipline them for inefficiency. He is respected and yet he is liked by his fellow workers. He is always ready to discuss problems. When they arise, he appoints committees to bring forth recommendations. He generally acts on these suggestions, but he does not evade responsibility. If a faulty recommendation is acted upon, he stands clearly as the administrator in charge of the program. He had the power to reject the recommendation of the committee, but he allowed it to go through. He is at fault and he accepts the blame.

The "weak" administrator

Our administrator might be a person who "puts up a big front," but actually has no courage "when the chips are down." He never calls meetings of staff members, because he believes in individual action. He confides to small groups of staff members that John (he calls the dean by his first name) told him that the board wanted a particular policy carried out "such and such" a way. He acts like a "big shot" to the team members, but they know that "his bark is worse than his bite." When certain segments of the staff call informal meetings to discuss a subject and invite him to be present, he never shows up, although he has promised to attend. If one of his superiors is to be there, however, he is right there talking about "my staff" or "my team." Staff members wonder how he got to be an administrator, but they know that little can be done about it now; they work around him and manage to do a fair job, considering the circumstances.

The "friendly" administrator

It might be that the administrator's personality radiates throughout his department. He has a friendly department; a relaxed atmosphere prevails. He rarely seems hurried, and he always welcomes the opportunity to chat with staff or students. He is reluctant about recommending the dismissal of a staff member, but he occasionally

refers to a Mr X who left "for the good of the team." On rare occasions he speaks sternly, but when he has made his point the sternness seems to vanish. He is anxious to be friendly with all. He is professionally minded, as shown by his interest in the state and national associations.

The "conservative" administrator

The administrator might be a former staff member who had always been a good "politician." He was promoted when his predecessor resigned to take another position. This man is quiet and very attentive to his position. He sees his responsibility somewhat differently than the last administrator, and spends more time on matters pertaining to the local institution rather than promoting state and national professional organizations. He is careful to maintain his relationship with the staff as the representative of the principal and ultimately of the board, yet, he often presents staff grievances sincerely and effectively. Because he is anxious to keep in touch with competitive athletics, this administrator continues to coach one sport. He enjoys this contact with the students. When speaking outside the school, he is careful to avoid any publicity that might be viewed unfavorably by his superiors. He could in no way be considered a dictator, but he does believe in the line relationship pattern which has existed for many years.

The "democratic" administrator

Another administrator is at least as friendly as any department head in the school. He says he is interested in democratic living and his friends would agree with him. He greets whomever he meets on the school grounds. He chats with the janitors and the locker room attendant occasionally, and can be seen listening intently when they discuss problems connected with their work. Both students and staff come to him with their problems. When he must criticize a staff member or student, he tries to ease the way by pointing out that he made a similar mistake once, and then quietly and sincerely telling the individual what he believes the difficulty to be. After this "lecture," the staff member or student is encouraged

to present his side of the story, and then they discuss the problem further. When people leave these sessions, they generally feel that they want to work a little harder to live up to the confidence that this administrator has placed in them.

This man encourages both staff and students to offer constructive criticisms. All departmental policy is decided through democratic procedure. The administrator considers himself a chairman at these meetings, although he does speak to the various issues raised without the formality of leaving the chair. Once, when a program change was recommended, there was a difference of opinion and it was necessary to take a vote on the issue. Because the vote ended in a tie, and because he wanted to encourage a staff minority to continue to show interest in "change for improvement," he broke the tie by voting for the change. This "democracy-in-action" approach is evident throughout the entire program and has stimulated a forward-thinking staff. Staff members are given responsibilities and the authority to carry out their duties without interference. Students and parents find this attitude contagious, and the entire program reflects the inculcation of the "principles" of democratic living.

This man works diligently himself, but he takes time for family living and a hobby. He delegates various duties to other staff members, whom he treats as co-workers. In staff meetings he stimulates many discussions about the direction in which the program seems to be heading. He is anxious to have the various staff members improve themselves professionally and has encouraged the idea of staff study projects. He is not afraid to praise his staff members when the occasion arises both within and without the school. Many people feel that the department would slip back seriously if this administrator were to accept another appointment. He insists that someone else could step in and assume the job easily, because there are no "secrets" for a successor to learn by bitter experience. Actually, the department has made considerable progress in the past few years. Many of the other staff members have been responsible for much of this progress.¹

¹ It should be made clear that it is dangerous to categorize administrators in the preceding manner. No one can be made to fit into a particular mold, although the examples given here were of administrators as seen through the experience of the author. Each administrator is inescapably unique, however, and meets situations as he sees them at the time.

Do we operate on the basis of principles?

Traditionally, departments seem to have operated on the basis of a group of often unexpressed major and minor principles. Such principles of physical, health, and recreation education seem necessary to the formulation of operational policies. The department may even function in such a way that a "philosophy" is clearly evident. Moreover, certain over all principles of education exist beneath the specifics of the professional field. Still deeper, a consistent and logical philosophy of life and/or religion should be the foundation upon which the whole system rests. Unfortunately emergencies and practical considerations, as well as individual personalities and autocratic administrative patterns, constantly force a department to make exceptions to its prevailing "philosophy." At times the program takes on the appearance of a patchwork that bears little resemblance intrinsically to the principles upon which the department thinks it is operating. Should the administrator and the staff members then resign? This is an interesting postulation but quite often impractical.

If a department is to function on the basis of certain long range aims, realizable objectives for year to year progress are a necessity. These aims and objectives should be clearly stated for all to see, especially the principal, dean, or president. Each spring when the next year's budget is being presented these aims and objectives can be enumerated on a priority basis. Those objectives which have been largely realized can be noted and the remainder listed again for another year. Actual budget expenditures can be based on these immediate or long range goals.

A definition of an administrator

From the discussion thus far the reader might be able to suggest what administration is. Or, to approach the subject negatively, we know all the things that an administrator should not be. By a process of elimination, then, we may arrive at a fairly acceptable definition of what he should be. Positively and rather broadly conceived, an administrator (in this field) should be one who employs wise leadership in such a way that a complex department functions effectively, making possible maximum learning on the part of the students. But these are just words—what's behind them?

Sears tells us that "administration could be greatly improved if its real nature were better understood."² He asserts that many administrators are operating in "terms of conflicting underlying assumptions." It is for this reason that he suggests that we first examine the administrative process more closely. Following this, we must scrutinize the forces used in administration, to see how they may be employed more effectively for "energizing" and "shaping" the process. Lastly, we must consider the subject matter by which the process may be learned.

Five major divisions of administrative process

Sears suggests that the five major divisions of the administrative process are planning, organizing, directing, coordinating, and controlling.³ As we examine the process we ask ourselves, "What makes it go?" Sears suggests a mechanism that is very much alive. The forces he points out are "authority: derived from law; knowledge, derived from observation and study; and social usage, derived from life in our culture and expressed as cultural standards and specialized as our professional ethics—these are the available forms and sources of energy."⁴

Further steps to success

Subsequently, we must discover what knowledge is requisite to success as an administrator. We must learn what skills are needed on the job. Lastly, and of utmost importance, how can the novice develop the character or personality traits necessary to implement his knowledge and skills? This last question, to the author's way of thinking, is that which must be resolved first. And it is just at this point that we should realize how much the case method of teaching administration has to offer, for various degrees of knowledge and skills will necessarily result from the interest that is generated in the student by the problem-solving approach.

² Sears, J. B., *The Nature of the Administrative Process* (New York: McGraw-Hill Book Co., Inc., 1950), p. viii.

³ *Ibid.*, p. ix.

⁴ *Ibid.*, p. x.

Terms synonymous with administration

When the term *administration* is used in the educational field, we associate it with such words as *superintendence, direction, management, planning, supervision, organization, regulation, guidance, and control*. In common usage we think of it as the process of directing people in an endeavor.

The typical approach

The typical approach to administration is to ascertain those principles and operational policies upon which we can base our own theory and practice of educational administration. Administration, in its simplest form, could probably be likened to a football coach blowing his whistle to call the players together at the beginning of practice. To carry the parallel further, we realize that the coaching of a football team involves different types of activity. The more complex the activity, the more specialization becomes necessary. Thus, the administrator must devote long hours to planning, organization, and coordination, in addition to his functions of directing and controlling on the basis of the plan thus evolved.

What is administration?

A student of educational administration soon becomes aware that a substantial body of literature has been written on the subject. There are those who maintain that administration is rapidly becoming a science, although many still refer to it as an "art." The author is more inclined to accept it as a social science.

If a specific action pattern could apply to all situations, it would be relatively simple to select a set of guiding principles. But the type of administration varies greatly. There is a need for a new pattern of rules in almost every situation. It is for this reason that it is generally recommended that those learning how to administer should master the "theory and philosophy of administration." With such a background it should be possible to construct a new pattern or set of rules. This approach obviously gives credence to the "science of administration" school of thought.

Inductive versus deductive approach

We may approach a study of administration in two ways. We can work from facts to general truths or concepts—the inductive approach. Or we can start with established principles and pry into their nature to arrive at the identity of the specific facts—the deductive approach. A combination of both methods has been attempted. Generally, the inductive method is best applied to the study of administrative practice, while the deductive procedure is employed with the theory of administration.

The success of the case method of teaching administration would appear to negate the value of the deductive approach and place the inductive procedure in a position of primary importance. Furthermore, complex human relations enter every administrative situation, and play havoc with the thought that administration is rapidly becoming a science. In the inductive approach, a great deal of stress is placed on the necessity of taking into account all the facts pertinent to a problem area. The case method maintains that we can never know *all* the facts. Our task is to function effectively on the basis of those relevant facts available to us. Because of the complexity of human personality, the number of facts applying to all situations may be very few indeed.

Can both approaches be used at the same time?

An administrator may feel that he is presently using both approaches. Each acts as a support for the other as well as a check on the validity of the technique. This assumption on his part doesn't tell when to use the one as opposed to the other, nor does it let him know how far to go with either approach. In addition, use of the two approaches could throw his staff into a turmoil. Picture the department head who sees his role as that of a decision-making administrator concerned primarily with the department's policies. This is a task he can carry out without consulting the other members of the staff beforehand. This type of action implies that authority is applied according to administrative principles obtained from a study of the theory of administration. On the other hand, in certain situations the department head might find that he needs the considered opinions and support of his colleagues within the department. On

these occasions he gives the rest of the staff an opportunity to vote on a particular issue. The department head perhaps inadvertently is developing a theory of administration by considering and abiding by the views and opinions of the various staff members.

Do you believe it is possible to use one approach at one time and the other on another occasion and achieve uniformly happy results? Could it be that this dilemma is the "root of all evil"? Is this dual approach the reason we can speak about our "democratic administrative approach" and still realize that we are a long way from achieving this ideal?

Case plan of instruction ideal for this field

Other texts treating the administration of physical, health and recreation education have reflected a traditional approach. The author believes that our field must of necessity align itself with progressive trends in education. Text books abound with "underlying principles" by which (we are told) we must shape our programs. Our field has not yet discovered whether administration is an art or a science; consequently we have covered only superficially the "energizing" forces used by the administrator. We have dealt largely with the subject matter—the knowledges and some of the skills—by which the process must be learned.

The main idea of this volume is not to point out possible deficiencies in previous "traditional" approaches. It is to suggest how greatly the administrative process is governed by the personality of the administrator. It is just this problem of "human relations" that may rule out forever a completely scientific treatment of administration. The author believes that the best path to success as an administrator is through the medium of the case method of learning about human relations and administration.

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QUOTATIONS

"Anyone who proposes to do good must not expect people to roll stones out of his way, but must accept his lot calmly if they even roll a few more upon it" ALBERT SCHWEITZER

"Good manners and soft words have brought many a difficult thing to pass" AESOP

"A man of action, forced into a state of thought, is unhappy until he can get out of it" JOHN GALSWORTHY

"The heartbreaking hesitation of Lincoln, the troublesome doubts and perplexed questionings, reveal as nothing else could the simple integrity of his nature. He must go forward, but he must carry the people with him, the North as a whole, the border states if possible, even the rebellious South if charity might suffice. Though in arms, they were Americans, and their hearts must be brought to willing allegiance, how otherwise could a democratic people emerge from the bitterness of civil war? He was not made for a dictator, and blood and iron he accounted poor cement to mend the sundered democracies. He trusted the better impulses of man to prevail in the end, because with Jefferson he believed in the essential justice of the plain people. In this faith he exemplified his democracy. Not a great political thinker, he was a great leader because he never forgot that he was one with those he led" VERNON LOUIS PARRINGTON in *Main Currents In American Thought*

"It takes you to make an argument" ANNA FAYE

"Better be a nettle in the side of your friend than his echo" RALPH WALDO EMERSON

"Nothing will ever be attempted if all possible objections must first be overcome" SAMUEL JOHNSON

"The art of leadership is a serious matter. One must not lag behind a movement, because to do so is to become isolated from the masses. But one must not rush ahead, for to rush ahead is to lose contact with the masses. He who wishes to lead a movement must conduct a fight on two fronts—against those who lag behind and those who rush ahead." JOSEF STALIN

"No revolution can be made with silk gloves" JOSEF STALIN

"Be my brother, or I will bash your head in" GERMAN PROVERB

"We get our results by work. By chin-chin and by compass direction. When we want something, we work it out. When we don't know where we're going, we chin-chin until we do. That's the time for ideas, suggestions, new plans. But once the compass points north and we know where we're going, we stay on the beam. And we don't want anybody associated with us who's off the beam. I ain't interested in ideas that are off the beam and I ain't interested in people that are off the beam. Check!"

"Check," went around the board table like a whipcrack.

FREDERICK WAKEMAN in *The Hucksters*

LEARNING BY THE CASE METHOD

WHAT is the objective of a course in administrative practice? The primary objective is undoubtedly to increase each student's capacity to work effectively with others. The ability to lead on many occasions, to follow in other situations, and to cooperate at all times is essential. You can be helped to develop a beneficial attitude and a point of view toward administrative practice. The case method will help to give you a frame of reference in which you can develop. In this way you will be actually preparing yourselves for positions of responsibility in health, physical education, and recreation at any level of the educational system. You will be working with others in a plan to accomplish objectives and aims which have been devised through group effort.

"Team effort"

You who have had experience in athletics can realize much more fully than others that group effort means, literally, "team effort." A team can best achieve its goal by unselfish cooperative play by each of its members. Each individual has to carry out his duties to the best of his ability. You may desire personal prestige and gain, but, above all, it is most desirable for you to make your own interests secondary, striving to do your share in the drive for eventual team victory.

Factual knowledge is important

The importance of factual knowledge cannot be minimized. An administrator must possess a large store of facts about his work and must also know where to find information. Such knowledge, however, is not the main attribute of a good administrator. The important qualities are the ability to work cooperatively with others; the ability to think and act responsibly; and the ability to provide an "atmosphere" where co-workers will have opportunities to work effectively and with true satisfaction as members of the group.

Developing an "administrative frame of mind"

Students need to develop an "administrative frame of mind." This cannot be achieved by mere reading and discussion of various assignments, although this method certainly gives some increase in understanding. Through the case method student and instructor will meet new situations constantly. These situations cannot help but be characterized by facts, half-facts, and opinions.

If you hope to find "the answers" in this case book, you will be disappointed. You will find a certain number of opinions, which may be correct in those situations to which they apply. Your answer may be *an* answer, but you cannot state unequivocally that it is *the* answer. Mature administrators can recall the many problems they have encountered. Many of them have studied the "principles" of physical education administration in their undergraduate and graduate careers. How many times were they able to lift these "principles" out of context and apply them directly to the problem at hand without considerable adjustment? How many of these principles were they forced to bypass because of the practical considerations of the moment? The administrator may *start* action "according to the book," but what happens thereafter depends upon the many unforeseeable factors which always enter any situation.

A supplement to experience

Of course, the case method of teaching human relations and administration is not an infallible substitute for experience. But it does expose the student to a variety of cases taken from the field

which he is preparing to enter. As the group faces these concrete situations, it is the responsibility of the instructor to guide each member in such a way that he arrives at a solution by constantly examining and re-examining all the relevant facts that are known.

With this approach you are not asked what you believe about the importance of athletics in the educational system. Answering from your background in a course on principles, you might say that "competitive athletics under competent leadership should be an integral part of every school's educational program." Has such "experience" really helped you to act in a given situation? Consider the following example.

You are presented with an actual case situation where a particular principal has made the statement that "athletics are all right in their place" Furthermore, this principal has control of the budget, and he tells the athletic director that no "regular school funds" are going to be diverted to an extra-curricular activity the beneficial result of which is questionable. To back his stand further, the principal knows that certain influential members of the school board agree with his position 100 per cent. Certain other relevant facts, half-facts, and opinions are made known to you about this school in question. Now, what do you think? If you were the athletic director, to whom would you turn for support? Would you resign on the spot? Not if you want another job! Would you begin to criticize the principal publicly at every opportunity? Would you try to curry favor with the chairman of the school board, whose son happens to be a second-string fullback on the football team? What can you do? It is certain that you cannot spout your principles of physical education or what chapter three of your administration text said was the place of athletics in the secondary school. Furthermore, you can't "play God" and fire the principal summarily in order to clear the way for your plans.

No fixed formulas

A word of warning is necessary here, particularly if you are beginning to believe that the case method of teaching administration has merit. Possibly no other method of learning is more demanding of your time, effort, and interest. There are no ready-made general theories one can apply to all situations. A certain amount of confu-

Factual knowledge is important

The importance of factual knowledge cannot be minimized. An administrator must possess a large store of facts about his work and must also know where to find information. Such knowledge, however, is not the main attribute of a good administrator. The important qualities are the ability to work cooperatively with others; the ability to think and act responsibly; and the ability to provide an "atmosphere" where co-workers will have opportunities to work effectively and with true satisfaction as members of the group.

Developing an "administrative frame of mind"

Students need to develop an "administrative frame of mind." This cannot be achieved by mere reading and discussion of various assignments, although this method certainly gives some increase in understanding. Through the case method student and instructor will meet new situations constantly. These situations cannot help but be characterized by facts, half-facts, and opinions.

If you hope to find "the answers" in this case book, you will be disappointed. You will find a certain number of opinions, which may be correct in those situations to which they apply. Your answer may be *an* answer, but you cannot state unequivocally that it is *the* answer. Mature administrators can recall the many problems they have encountered. Many of them have studied the "principles" of physical education administration in their undergraduate and graduate careers. How many times were they able to lift these "principles" out of context and apply them directly to the problem at hand without considerable adjustment? How many of these principles were they forced to bypass because of the practical considerations of the moment? The administrator may start action "according to the book," but what happens thereafter depends upon the many unforeseeable factors which always enter any situation.

A supplement to experience

Of course, the case method of teaching human relations and administration is not an infallible substitute for experience. But it does expose the student to a variety of cases taken from the field

sarily true. Conversely, the best teachers do not usually make ideal "researchers", again, this is not a foregone conclusion.

A third category—the administrator

Between the researchers and the teachers there stands a third important category of university employee that has developed as universities have grown tremendously in complexity—the administrator. Many universities choose their administrators, below the level of president, from among the ranks of successful teachers or researchers. Strangely enough, it would appear that at times the administrator is chosen because he has been on the staff for some time and has excelled at neither teaching nor research endeavor.

The best method of preparing administrators

The thesis of this book is that administrators can be best prepared by the case method of teaching. Certainly, they cannot become qualified for these important duties because of their eminence as teachers in the traditional pattern, where intelligent statements and "practical advice" are offered to the students for consumption. And it is self-evident that research specialists generally are not interested in diverting their time from research pursuits to administrative work. Furthermore, it goes almost without saying that a person who has not excelled at either endeavor does not have much to offer *unless* he has a "gift" for dealing with people or *has had special training*. It could be that this latter individual might have just the sort of intelligence and personality that would lend itself to preparation through the case method approach for an administrative position. Of course, one would not recommend that maladjusted "teachers" and "researchers" be drawn into administration.

All administrators but to varying degrees

No matter whether we are considering administration at the higher, intermediate, or lower levels of education, all faculty and staff members have administrative responsibilities to varying de-

grees. This is one more reason why the case method of teaching human relations and administration seems particularly good. It represents, the author believes, the best possible method of implementing the concept of "democratic administration" that has been brought to the fore in this field in recent years.

Can the delay be made worthwhile?

Anyone who has made even a cursory study of the history of education on this continent realizes that the period of preparation for a teacher has lengthened enormously within the past hundred years. For example, Dio Lewis offered the first *ten-week* course designed to prepare teachers of physical education in Boston in 1861. In some areas today, a secondary school specialist must have five years of preparation above grade twelve to be certificated. A few individuals desirous of bettering themselves take at least two or three years more of graduate study in order to acquire the doctorate. This lengthy period of professional preparation delays students from entering the field of education. The task of teachers in professional schools is to make this delay worthwhile for the most important person in the educational picture—the student.

Traditional approach found wanting

Why can't professional educators simply choose prospective physical education teachers more carefully and then give them the knowledge, skills, and principles which the experts have gathered and included in the many texts available? In principle this approach appears to have great merit, but educational psychology has shown that mere lecturing to students does not prepare them to administer programs. For that matter, typical tests, term papers, curriculum syllabi, occasional brief discussions, trips to swimming pool filtration plants, or any of the various other devices employed have also failed to meet the need completely. Why is it that graduating professional students often approach their first positions with many misgivings?

It was probably such shortcomings which led to the introduction of student teaching and field work experience into the curriculum of professional preparation. These brief experiences help, but rarely

do they give students the opportunity to think and to reason about administrative problems. Unfortunately, it is too wasteful of time and money for students to learn everything through the "school of hard knocks."

The innate urge to give advice

Many instructors have an innate urge to tell their juniors just what the score is. They have been "through the mill," and they want to tell students what they will encounter on the job. Consider the case of the young teacher who complains that the principal doesn't listen to his solution for a problem connected with scheduling. The instructor would generally suggest that this young man immediately either "talk turkey to the old bird" and let him know that he has some good ideas about this problem, or better still, suggest that the teacher "ad prac"¹ his way through the situation by praising the principal and then indirectly leading him to adopt the teacher's idea as his own. These thoughts may arise in the instructor's mind because people told him what was "right" in his early days. Perhaps the instructor's older friends have suggested ways of obtaining objectives by flattery and other devious means. Now, he wants to play the role of elder wise man.

Instructors can't tell how to do it!

Naturally, better teachers really do have a sound background of facts and experiences. They have faced most of the problems which students will encounter. Many times teachers do know what students should do or say in a given situation. In fact, the teachers must have been successful earlier in their methods of solving problems, or they probably would not be holding their present positions.

Nevertheless the sad fact remains that no amount of theoretical or factual knowledge passed on by the competent teacher can give the student wisdom and judgment about how to act most effectively as an administrator. You must develop and use your own knowledge, your own wisdom, and your own insight to penetrate a difficult situation involving human relations.

¹ A slang phrase used in business education which means "polishing the apple."

Let us assume that the young teacher mentioned above heeds the well-meaning advice and tells his principal clearly and strongly how the problem should be solved. What are the chances that the principal will accept the teacher's advice? Would you wish to wager on the chance that the recommendation will be accepted?

Case plan emphasizes democracy in action

Instruction by the case method has a democracy-in-action flavor that can never be approached by the dictatorial method of "telling." You, as members of the class, begin with the same facts as the instructor—the case. Your task is to analyze the known facts and arrive at a solution systematically. Each one of you has exactly the same opportunity to offer a solution to the administrative problem area under discussion. All contribute to the development of a set of "principles" that will govern policy formation in *this particular case*. Actually, not even the instructor knows *the* answer. There is no set of answers that can be consulted. It is quite possible that, because of the way the case has been presented, or for some other reason, the best answer has not yet come to light.

Instructor leaves limelight

Through this method of instruction, a new set of personal relations precepts will appear to each participant. The spotlight does not fall on the teacher as the star performer. You begin to transfer your attention to all the other personalities in the group. In this class all are equals; hence, you must know what each is thinking. To achieve this there must be the chance for freedom of expression. Only through this means is there a hope of arriving at a mutually satisfactory solution. Because each student realizes that he is a part of this process, he thinks more and is anxious to "try his wings." You begin to realize that others will come up with suggestions that you had not even considered. You acquire experience in expressing your own thoughts to an extremely critical audience.

You may wonder just what the instructor does in this approach. There is no set formula for conducting classes by this method. He generally introduces the method and assigns the cases to be read

for class discussion. He becomes an important member of the group. He asks pertinent questions. He offers his own considered opinions occasionally, perhaps when his contribution is asked for by some class member. If the students have many logical arguments and opinions to offer, the instructor must be alert to understand and evaluate each contribution. He may be hearing certain reasoning about a particular problem for the first time. You, the student, are in a position where you don't necessarily have to parrot the instructor's views to get an "A" in the course. But you do have to justify your stand against all comers. If you fail to win your point, you must be ready to accept a compromise or even to act on the basis of majority opinion.

Students as discussion leaders

With a mature group the instructor may want to give individual students the opportunity to "chair" certain discussions. The instructor might even choose to sit outside of the "traditional circle."² Students who lead discussions for the first time tend to be quite "directive" or even dictatorial in their approach, but the rest of the class will usually not be denied. They tend to take over and make it a real group discussion. The chairman should be careful to see that each person has a chance to express his opinion. Hand raising is often used to let the chairman know that a person wishes to speak, although this may not be necessary in a small class.

Most students expect answers

Most students have come to expect that the answers will be handed to them. This new approach will thus come as a shock. You may find that you have no background from which to draw certain material. In fact, the strain of such active thinking may be great, especially when your arguments rarely escape being challenged. On the other hand, you may find that group opinions do not always form readily. You may want to ask the instructor to give you his conception of the "correct answer" under such conditions.

² Students face each other in many classes by sitting in a circle. In larger groups the same effect may be accomplished by the use of swivel chairs in the classroom.

Typical student undergoes three phases

Gragg points out that the student new to the case method approach typically undergoes three clearly recognizable phases.³ First, he realizes his inability to think of all the suggestions that will come from his fellow students. He has read the case carefully and prepared his answers or solutions, perhaps in written form. Sometimes he types out the solution to a case on one page and lists the "currently useful generalizations" arising from this situation on another. To his surprise, in class he encounters a multitude of opinions and interpretations that he hadn't even considered.

At about the end of the first semester, students can generally accept help from others in good grace. Realizing that they can't know it all, they draw more heavily on the ideas of others. Although competition for grades is keen, no one is worried about giving or receiving assistance.

If all progresses well, intelligent students should realize toward the end of the academic year that their instructor may think he has *the* answer, or he may truly seem to have *the best* answer. But what is most important, they understand that they are entitled to their own opinions, so long as they are ready to substantiate their facts and to argue their opinions logically. The aim in this approach, of course, is the development of an intelligent administrator, capable of wise self-direction and ready to accept advice from his fellows without having to fall back on the authority of his position to achieve sound results.

Case plan not perfect

Although great things can be expected from the case plan of instruction, it is far from perfect. There is a great difference between thinking about an administrative problem constructively and cooperatively on the one hand, and being responsible for a decision that may radically affect the success of an important school program of physical education and athletics on the other. The author believes, however, that this approach is the best substitute for actual experience that has yet been devised. Understanding, judgment, and

³ K. R. Andrews, ed., *Human Relations and Administration* (Cambridge: Harvard University Press, 1953), p. 9.

independent thought are the rewards to be gained from a careful application of this plan.

Importance of class atmosphere

The "atmosphere" in the class is all-important. This point cannot be stressed too much. It involves such intangibles as the relationship between you and the teacher. *The instructor may quickly begin to call you by your first name. It is not necessary that you address him so familiarly. The main point is that you both feel that you are discussing a problem as equals. Only then will the student feel free to express all his ideas about a subject. Occasionally, generally when asked, the instructor will express his own ideas. Each time he does this, remember that his ideas are only those of one man analyzing a situation—albeit an intelligent, experienced observer.*

Thus, you will learn to express your own ideas. Equally important, you will gain respect for the opinions of others. Everyone in the class, including the instructor, can't help but gain from this interaction.

Students learn to analyze

It is very important in this plan of instruction for you to learn how to analyze situations carefully and completely. Although some may do this automatically, many in the class will read through a case quickly and rather carelessly. Some may even wander far from what appear to the majority to be the central issues of a problem, but the instructor will ask "leading" questions to keep the class on the right track. Your instructor may ask you to "write up" cases of all types that you may have observed or experienced. This is extremely valuable experience in many ways. Perspective is developed which can be most helpful. In writing a case, you may give an over-all interpretation after the basic "reporting" has been finished. It is advisable to interpret the case from the standpoints of the various people actually involved in the situation. Such a case writing assignment is best concluded with a *summary statement of your own proposed solution to the problem*⁴

⁴ A good job of reporting is necessary for a good case. You should report what you have seen and heard, and no more. If you find the material interesting, quite probably others will be interested also. Develop a case logically and sequentially. You can never know or give all the facts.

The general complaint of beginning students is that they do not have enough facts to arrive at a reliable solution. This may be, but often you will get a different slant on the problem when your instructor inquires if you have *really* utilized those facts that you do have at hand.

Beware of "story-telling"

When you analyze a case, do not waste time in story-telling. For oral recitation, memorization of the case does not necessarily help, because you may refer to the written facts of the case at all times. You could make such a reference in a regular life situation, so why not here? If you aren't prepared when the instructor calls on you for an opinion, he will quickly pass on to someone who wants to speak. Many instructors give grades for class participation, and a consistent lack of preparation will surely be noted. It makes little sense to offer an ill-considered opinion to cover up for poor preparation.

Some cases will have happened in such a way that definite stages are readily apparent. Chronological sequence of occurrences is usually very important in a report. After a preliminary analysis, it is possible to consider the relationships among the various participants in the case. At this point the class is ready to examine any strong attitudes or beliefs of the people involved as evidenced by their statements or actions. The group can also try to determine what changes have taken place in a pattern of incidents and what caused these changes to occur. Each student might then be ready to postulate his own solution to the problem, if such a solution is possible. Don't be afraid to use your imagination at this point. It will often lead you to new interpretations of the facts that you had not previously thought of.

Subjective opinions vs. objective facts

Keep in mind that you must judge between a subjective opinion and an objective fact as well as between relevant and irrelevant material. If a coach states, for example, that the athletic director was unreasonable to think that the team could get along with such poor equipment, you, as a careful analyst, must determine if the director really was being unreasonable. Could it be that the coach used

poor judgment in making such a remark? When asked to penetrate more deeply into such statements, some cynics in the class may feel that time is wasted in such imaginative speculation. Gathering together the various possibilities and re-examining the fragmentary evidence in the situation may assemble into a pattern just the sort of material you will want to have at hand later, when facing an actual life situation.

The truism "things are never as simple as they seem to be" is at the heart of the case plan of instruction. Each person involved in an administrative problem is inescapably unique for no two people see the same situation in exactly the same way. When you realize this, your own discernment will greatly improve. And you will be on the way to a better understanding of human relations in this complex human world.

When a case is not what it may seem to be

You may find it trying to realize that few cases are what they appear to be on the surface. Every student will analyze the problem through the "colored glasses" of his own background and present attitudes. One student may look at things as either black or white. In one case, the coach will be his fair haired boy, while the principal is the "rat." Such a student's opinion is generally that if the principal is fired, everyone will live happily ever after. A second student may be accustomed to having the instructor think for him. If this student offers an opinion to which the instructor nods and smiles, he feels he has the right answer. Still a third student may be looking for the approval of his classmates. Instead of expressing what he really feels, he says what he thinks the class wants to hear. An occasional student will go to the other extreme "wandering off into the night." At first, his feelings may be hurt when group opinion tends to force him back onto the well lighted street of accepted fact. Of course, such a person may become stubborn and even disrupt the class. You must ask yourself whether students who appear to be going off on a tangent should be held in tight check.

Some students talk, others don't

One of the facts that we discover upon beginning this method of instruction is that some students talk a great deal more than others.

Does this mean that these people are the most intelligent in the group? This is not necessarily so. Many times these students are only the ones who, by nature, tend to express themselves more than others. After the first test, you might be surprised to find that the boy who spoke in class only when spoken to actually wrote the best paper. You might be further surprised to find that the student who was always ready with a quick answer has analyzed the test problem only superficially.

Each discussion simply cannot follow any specific pattern. There is no "pat" answer! Two groups discussing an identical case may decide on diametrically opposed solutions.

Some practical suggestions for the student

1. Don't try to copy a friend's solution to a case simply because he is known as a good student.
2. Find out what the problems are before you try to give any answers.
3. Don't reject a classmate's idea summarily if you disagree. Don't accept his theory at once if you concur.
4. Work at developing your powers of perception and discrimination.
5. Develop a point of interest if it seems important to you.
6. Pay attention to what is said—it may prove worthwhile.
7. It is often easy to detect the biases of others; to be able to realize your own prejudices is most difficult.
8. If you feel discouraged and frustrated with the case approach, discuss your feelings frankly and fully.
9. Don't force the instructor to give an answer, just so that you will go away "happy."
10. When all else fails, read the case again.

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QUOTATIONS

"God give me the courage to change the things that I can change, the serenity to accept the things that cannot be changed, and the wisdom to know the difference" REINHOLD NIEBUHR

"'How wonderful that he did it alone,' said Mrs Jones upon hearing of Lindbergh's flight to Paris 'It would have been still more wonderful,' replied her husband, 'if he had done it with a committee'" BEN SOLOMON'S QUOTABLE QUOTES

"A machine is no better than the workman who operates it A committee is no better than the chairman who manipulates it" TSING KU TS' YANG

"A committee is a group of people who as individuals can do nothing but collectively can decide that nothing can be done"

BEN SOLOMON'S QUOTABLE QUOTES

"If you know what hurts you, you know what hurts others"

MALAY PROVERB

"The average man usually has one idea and uses it as a watchdog to run out and bark at other ideas and scare them away"

EVERETT DEAN MARTIN

"The liar's punishment is not in the least that he is not believed, but that he cannot believe anyone else" C. B. SHAW

"Praise food when it is digested, the wife when her youth is past, the hero when he has returned from battle, the grain when it is harvested"

INDIAN PROVERB

"There are two ways of exerting one's strength one is pushing down the other is pulling up" BOOKER T. WASHINGTON

"Anger vented often hurries towards forgiveness anger concealed often hardens into revenge" BULWER

"A man should live with his superiors as he does with his fire not too near lest he burn nor too far off, lest he freeze" DIOGENES

"Fortune befriends the bold" DRYDEN

"Formerly when great fortunes were only made in war, war was a business, but now when great fortunes are only made by business, business is war" BOVEE

"Examine what is said not him who speaks" ARABIAN PROVERB

CURRENTLY USEFUL GENERALIZATIONS

AS AN approach to the actual analysis of the cases in this book, it seems advisable to categorize to some extent the various administrative problem areas that may be encountered. To put forth principles to guide you in the solution of the many problems that will face you as a teacher and administrator conveys the idea that these are pat answers, immutable and unchangeable. Although it may sound "wishy-washy" to some, it seems much more practical and realistic to describe here "currently useful generalizations."¹

This chapter concisely summarizes "currently useful generalizations" concerning the administration of school health, physical education, and recreation. If this material seems reasonable, generally speaking, the credit should go to many of the administrators working in this area whose experience and insight has enabled them to gather and report a large body of knowledge. Those deficiencies which may seem apparent when you attempt to apply these "generalizations" to specific problems may be caused by this author's inability to reflect correctly what many leaders have said and written, or by the peculiarities of the particular situation to which you are trying to apply them. The following statements may sound authoritative and definitive, but they must be challenged by you as you apply them to the analysis of the various cases.

Consider the total school health, physical education, and recreation program. You may be able to suggest several additional cate-

¹ McNair, M. P. and A. S. Herrum, eds., *The Case Method at the Harvard Business School* (New York: McGraw-Hill Book Co., Inc., 1954), p. 10.

gories, or to combine or eliminate some of the following areas, which are recommended as a point of departure:²

1. Aims and Objectives
2. Health Education (including Health Services, Health Instruction, and Healthful School Living)
3. Physical Education Classification or Proficiency Tests
4. The Required Program
5. Intramural Athletics
6. Interscholastic or Intercollegiate Athletics
7. Voluntary Recreation
8. The Individual or Adaptive Program
9. Facilities and Equipment
10. Public Relations
11. Professional Preparation (specifically a university problem, but indirectly the responsibility of all physical educators)
12. General Administration
13. Relationship to the Teaching Profession and the Recreation profession.
14. Evaluation

Aims and objectives

The determination of aims and objectives seems basic. A philosophy of life should coincide with a philosophy of education. Thinking should be logical and consistent, and these beliefs should not conflict too much with practice in school health, physical education, and recreation. Professionals in this area should be operating on the basis of the "currently useful generalizations" for which they stand. If one calls principles "generalizations," this does not mean that he does not believe anything. It does mean that he will guide his actions according to what appears to be best at the moment, realizing that it is most often practical to work from specific objectives toward general aims. Expediency may cause a physical educator to sidetrack some of his beliefs, but this does not mean that he must perforce lose sight of what he believes to be ultimately right.

It is difficult for those in the field of health, physical education, and recreation to agree on one basic philosophy. Obviously, there will always be at least several schools of thought. Although various

²E. F. Ziegler, "Problem Areas in Physical, Health, and Recreation Education," *The Physical Educator*, October, 1955, Vol. 12, No. 3, pp. 111-115.

beliefs should be expressed in a substantial way, truly definitive philosophies of health, physical education, and recreation are rare. An outstanding leader, Jesse Feiring Williams, formerly of Columbia Teachers College, has been one person in this century on the North American Continent who has crystalized professional thinking. More people of his calibre are needed.

Although physical education is making an effort to achieve a stronger scientific base, science and philosophy have complementary roles to play in aiding the field to find its proper place in the educational system. Philosophy considers the *basic problems* of health, physical education, and recreation in a systematic fashion. Philosophical thinking enables the professional worker to view his field as a whole. He will not see himself merely as an athletic coach, a physical conditioner, a school health educator, or an organizer of intramural sports.

Philosophy helps the professional to fashion a mental image of what his field should be. It is prospective, in the sense that it forms a vanguard, leading actual practice. A philosophy, of course, must be practical, or it would be worthless. An instrumental philosophy would necessarily imitate science in part, but only as it serves as a plan for action. Science describes the field as it exists, philosophy pictures it as it should be. Philosophy is an excellent complement to science; it reaches and points toward the world of tomorrow.

A philosophy of school health, physical education, and recreation, as a part of an over-all educational philosophy, has a relation to the general field of philosophy. A prevalent view is that which holds a philosophy of life basic to a philosophy of education. To the former is assigned the establishment of fundamental beliefs, to the latter, their application to a specific field. A basic philosophy outlining specific aims and objectives could help physical education in many ways, because there are now many serious conflicts dangerously splitting the profession. But all factions might readily agree that it is important for the physical education administrator to attempt to form a sound philosophy.

Health education

a. Health services. Health service today implies determining the student's health status, informing parents of any defects that exist,

educating parents and offspring in the prevention of common defects, aiding the teacher to detect symptoms of illness, and helping to correct defects which are remediable.

It took many years for boards of education to realize that schools must be concerned with more than illiteracy. The new educational era demands that the school take unto itself practically all of the child's problems. Today, if conditions are ideal, the physician, medical specialist, nurse, dentist, psychologist, psychiatrist, nutrition expert, janitor, and teacher all have a part in the *over-all job of keeping the child healthy*.

Boards of education are increasingly taking the responsibility for health services. There are, however, many civic leaders who favor board of health control in this area. Cooperation between the two boards seems advisable on many occasions, but such an arrangement usually has its weaknesses. The fact that it is quite difficult for either agency to set policy which encroaches on the other's sphere of operation indicates that the responsibility for the health of the child should not be divided at this level.

"Medical inspection" was the term formerly used for the medical examination of today. What is the school's responsibility for health appraisal? What type of medical examination should there be? Who should look after the correction of remediable defects? What is the relation of psychological services to the school health program? Who should maintain the health and accident records? What is the best plan for emergency care?

The medical examination itself serves more functions than is generally realized. In addition to diagnosis of defects and subsequent notification of parents, the school health authorities should strive to secure correction of remediable defects by careful guidance of the children involved. Each child must be helped to develop a scientific attitude toward bodily ailments.

Having established the importance of the medical examination, ask yourself some questions about the actual examination the children receive. Is the parent invited to be present so that the physician can explain the results? Is the teacher present to learn more about the child for future guidance? Is the examination sufficiently complete and detailed? Too often, physicians are so rushed in the performance of their duties that the child receives only a more-or-less perfunctory check-up.

It cannot be argued that a carefully maintained health record is superfluous in the development of a child. To be sure, limited budgets may restrict the adequacy of any such record. On the other hand, it is extremely important that the child receive the services of various educational experts. To get a complete picture of the child, many things must be known about his environment, disease record, scholastic ability, social adjustment, and health practices. Health services should be involved with the appraisal, correction and protection of children throughout their years in the educational system.

b Health instruction Health instruction is the second of three subdivisions of health education. There are many questions to be answered here. Should health instruction classes be scheduled separately? What should a course in health include? What about the introduction of controversial subjects such as sex education? What should be the role of the physical educator in the field of safety education? Should driver education be included? Who should teach health—the physical educator, the health education specialist, a physician, or the science teacher? What attention should be given to mental health? Is a health coordinator necessary in a school?

The health instruction class has been a perennial problem. Facts about health have become a considerable part of the knowledge of how to live. Most important, of course, is that health education should be an influence in favor of "clean living." Although people know that regular medical checkups are advisable, they usually maintain their bodies in much poorer condition than they do their cars. Most people have their cars' oil changed regularly. But they insist upon waiting for pain before going to the physician.

Down through the years health instruction has generally been taught somewhat poorly. Just as in the case of earlier "physical training," parents realized that health courses were, in many instances, next to useless. Now they must be convinced that most health and physical education teachers are anxious to incorporate the modern problem solving approach into the teaching of health. Here is one area where the case method of instruction might be employed to advantage. Health instruction is more than just the teaching of principles and facts of healthful living, it is more than merely drawing the various systems of the body on the blackboard and explaining them superficially. Health education should have as its

goal the integration of this book-knowledge with actual living achievement. This is no mean task—to motivate children to use the facts to help them live at their best in order to be able subsequently to serve most.

c. Healthful school living. Healthful school living itself can be subdivided into three categories: the conditions of the school environment, the conditions of the classroom experience, and the conditions of school organization. With so much school construction in all stages of development, the school building itself demands serious consideration. The taxpayer and parent must be shown that the demands of health and those of architectural beauty do not inevitably clash. And if they do, the students themselves should have first priority. The school plant must be *both hygienic and beautiful* if the student is to have the best educational opportunities. Although plans should be made for schools to be close to the geographical center of population, due thought should also be given to adequate size of building and surrounding area as well as to hygienic environment and the student's safety.

Conditions of the classroom experience are important, also. And what about the *problem of discipline*? Should the teacher dominate the students by sheer will power, or should the children be helped to develop their own standards of behavior? The end of all discipline would seem to be intelligent self-direction. Should such factors as undue fatigue, success and failure, noise and excitement, sedentariness, the hygiene of reading, and individual differences be considered?

The actual conditions of school organization play an important role in healthful school living. Is there a proper balance in the school among work, play, rest, and the taking of nourishment? For example, do we realize the educational potentialities of the school lunch by considering the adequacy of the cafeteria, time allowed for eating, economics of the project, student participation in conduct rules, and health supervision of the lunchroom employees?

Is the course curriculum properly divided, keeping in mind that the students are more efficient mentally in the morning? What supervision is there over the health of the individual teacher? Should the general tone of the child's day be "hurry"? Modern society is so rushed that a conscious effort should be made to slow down the daily tempo of the school program.

Physical education classification or proficiency tests

After the examining physician has informed the physical education teacher if the child is healthy, almost healthy, in need of adaptive work, or fit for only passive exercise, the teacher should test and classify the *normal* individual according to the objectives of the school's program. Testing and measuring are necessary in order to prove to administrators, supervisors, students, and the public that many students are physically and recreationally "illiterate." These tests provide classifications for the following purposes.³

- 1) To serve their individual needs.
- 2) To promote fair competition between individuals and groups
- 3) To facilitate instruction
- 4) To assemble individuals of like interests as well as like abilities
- 5) To insure continuity in the program from year to year.

A battery of physical education classification tests should include items which the department considers that most students should be able to pass within the time allotted by the school to physical education requirements. Every effort should be made to hold the tests used to the desirable standards of validity, reliability, objectivity, simplicity, standardization of procedure, duplicate forms, and worthwhileness. Certain test items are often considered to be of greater importance to the development of the individual than others. If the student fails any part or all of the battery, he might be required to select activity in the order that the department feels is best for him. For example, if a young man failed tests in swimming, body mechanics, motor fitness, and combatives, he might be required to correct these deficiencies in the order which the department of physical education deems best. A similar battery of tests with differing emphases might be constructed for girls and women. The department's philosophy should reflect the thinking of the best leadership in the field, the educational administration, the staff of the physical education department, the parents, and the students themselves.

The incoming student could begin immediately with some form of physical recreational activity, so that he will develop good atti-

³ J. F. Williams and C. L. Brownell, *The Administration of Health Education and Physical Education*, 4th ed. (Philadelphia: W. B. Saunders Company, 1951), p. 101.

tudes concerning the continuing value of this type of activity. It is possible that the activity he chooses could coincide with some deficiency demonstrated by the classification tests.

The department should consider classification and proficiency tests in the following categories:

- 1) Cardio-vascular.
- 2) Age-height-weight.
- 3) Motor fitness.
- 4) Body mechanics.
- 5) Skills and appreciations.
- 6) Health and sports knowledge.

Obviously, the work of the physical education administrator has only begun when tests have been selected and administered. When the tests have been carefully scored, rated, and appraised, the program needs of all the students can be evaluated. Testing can also aid in measuring the progress of the students and in grading.

The required program

a. The conditioning program. If the student has not met the standards of the cardio-vascular and motor fitness tests, it is necessary to raise his general level of condition. Forcing an individual to follow a long, routinized conditioning program, including such exercises as calisthenics, pulley-weight manipulation, rope climbing, and running, may frighten him away from physical education for many years to come. On the other hand, merely allowing the student to engage in any sport he desires may result in a continuation of the ineffectiveness displayed in the classification tests. It would seem logical to follow the middle road by selecting a combination of activities from each of these categories. The emphasis should be placed on motivating the student to participate with interest in all the phases of a complete health, physical education, and recreation program.

Blesh suggests that the student's needs may be met through the following activities:⁴

- 1) General body-conditioning, through exercises, long distance running and swimming, and a course in body mechanics.

⁴ T. E. Blesh, "Suggestions for Physical Education in Preparatory Schools," *The Physical Educator*, Vol. 15, No. 1, March, 1958, p. 7.

- 2) Aquatic activities stressing the development of an all round ability in the water including distance swimming life-saving water safety, stunts and skills and water wrestling
- 3) Tumbling and stunts
- 4) Wrestling Judo or Combat
- 5) Sports participation of an individual dual and team nature stressing the acquisition of individual skills

A conditioning program for a definite period of say six to twelve weeks might include activity in at least three phases of the above

b The sports instructional program A student showing a fair level of conditioning in the cardio vascular and motor fitness tests might be referred immediately to sports instruction but only for perhaps the first six weeks of the school year With excellent instruction his interest can be aroused In subsequent units sports instruction can be coordinated with the other areas of instruction in which the student may have been shown to be deficient

In the sports instructional program it is wise to schedule a yearly plan for all the various individual dual and team sports to be offered A unit in a sports activity should be a planned sequence of learning and should take from twelve to thirty lessons for completion depending on the difficulty of the activity In planning a teaching unit consideration should be given to objectives learning experiences, subject matter, instructional methods a list of equipment and facilities needed and adequate means of evaluation

c The elective program The elective program is actually a part of the physical education requirement In this way it differs from the voluntary recreation program "Elective" means that a student who has met all the standards set for the required program is permitted at some stage of the academic year (or perhaps for his total course) to select from suggested activities a physical education plan to suit best his needs and interests Credit should be given for this activity and definite instruction supervision and guidance should be offered if it is to be considered a regular part of the course of study If possible the student should meet with an adviser to help determine the objectives of his program

Intramural athletics

A fine intramural athletic program is most important in the achievement of a balanced program in school health physical edu

cation, and recreation. Intramurals have greatly improved in the past twenty years at the college level. But at the high school level the surface has barely been scratched. More help is needed in this area to do the job adequately. If the average student has a sound experience in competitive sports, he is likely to have a favorable "image" of physical education. High school boys and girls are the "public of tomorrow" that will decide whether physical education is worthy of financial backing at all levels of the educational system.

Accepting as a premise the fact that competitive athletics is a desirable part of the total program, the intramural program provides recreational opportunity for leisure as well as another chance for the student to develop social contacts and group loyalties. As a result, the student should develop an appreciation of, and a lasting interest in, physical recreation. Healthful exercise and organic development must be considered as specific objectives.

Interscholastic and intercollegiate athletics

Interscholastic and intercollegiate athletics, along with intramural athletics, are an integral part of the total program. Under ideal conditions, participation provides the opportunity for fine educational experiences. The chairman or head of the department should be responsible for the program, which should be financed by institutional funds. It is recommended that all gate receipts be placed into the general school or college fund.

There are many problems to harass the administrator. What is the present status of the interschool program? Are more stringent controls needed? What should be the principal's relationship to athletics? Are the health and safety of the participants being fully considered? Is insurance coverage adequate for any emergency? How should athletics be financed? What about the use of radio and television in athletics? What purpose do tournaments serve? Should a student ever be declared ineligible for competition because of poor grades in school work? Should more extensive athletic competition be encouraged for girls and young women? To what extent should interschool competition be encouraged at the elementary and junior high levels? What about professionalism, gambling, and the role

of alumni? How should the program be evaluated? These are but a few of the questions that must be answered.

Because participation in athletics is entirely on an elective basis, it is a part of the program of voluntary recreation. Class credit in physical education should be given for team participation, however, but this should not take the place of the existing requirement. Team participation should never take the place of body mechanics instruction, combatives, aquatics, etc., unless duplication is involved (a member of the swimming team should not be required to take aquatics).

Students who have earned their living as a professional in a sport should not be eligible to compete in that same sport, but should be able to compete in other sports. A student who falls below the normally acceptable academic standards of the institution, might be asked to discontinue athletics just as he might be asked to discontinue other "extracurricular" activities. Each student's case should be considered individually.

All sports are *major* sports. Each sport should have a varsity team and a junior varsity team with sound coaching. In colleges, freshman teams should be operated with limited schedules involving very little traveling, due to the orientation needs of the freshman year.

Organized practice should be held only during the season in which the sport is played. However, for reasons of expediency and because football is such a unique phenomenon on the American scene, spring practices in that sport may be held on the college level. But they should be limited to a maximum of thirty sessions.

Coaches should be regular members of the school or college faculty, with salaries and tenure similar to those of other teachers. Because of his ability as a teacher in the sports he coaches, the coach at the college level should be used as an instructor for these sports in the major program of the physical education department.

Voluntary recreation

This is the area in which the department can make a most lasting contribution. "Recreation assists man to become an artist in living" Physical recreation is that facet of the total recreational offering

which relates primarily to the department of physical education and is so popular with children and young people. Physical educators have a responsibility to encourage students to develop healthy attitudes toward other areas of recreation—social recreational interests, communicative recreational interests, aesthetic and creative recreational interests, and “learning” recreational interests. Often the “motor moron” is ridiculed, although he may be the class “brain” and an accomplished musician to boot. But this individual is no more to be ridiculed than the proficient athlete who may be tongue-tied or confused when he is addressing a group. Both of these types are “more to be pitied than censured.” Young people such as those described have both been exploited to a degree by either over-zealous, protective parents or thoughtless coaches. If “intelligent self-direction” is the aim of education, how truly uncultured both these young people are!

This judgment may seem a bit harsh, and it is possible that young people may not be happy at first exploring other facets of the recreational kaleidoscope. They can be helped to widen their activities, however, by example as well as by precept. When the athlete sees the coach enjoying himself in another sport or attending an art exhibit or a concert, he is likely to follow suit. But teachers are often so busy providing recreational opportunities for others that they don't take time to enjoy recreation themselves.

How should school recreation education be interpreted? Is recreation entertainment or part of the educational curriculum? What type of planning is needed to adapt school facilities for recreational purposes?

The individual or adaptive program (special physical education)

This phase of physical education is perhaps the most neglected. There is a definite need for this type of remedial work, although administrators do not seem to feel it is important enough to merit a sufficient appropriation. This activity was once called *medical gymnastics*, and subsequently *corrective exercise*. The latter was shortened to *correctives*. Recently, this specialized area of physical education has been called *the individual program*, *the adapted program*, *adaptive physical education*, or *special physical education*.

In 1922, Cook reported that there was evident among students

a very low percentage of normal posture Over 90 per cent of entering freshmen at Yale had rounding of the shoulders while more than half of them had an increased antero posterior spinal curvature⁶ In 1942 Wickens and Kiphuth presented a summary of the results of 11 088 orthopedic examinations extending over a period of thirteen years A large number of individuals showed the need for body mechanics instruction and corrective physical education These researchers went on to maintain that physical education had a responsibility in this important problem area of posture⁶

Lowman of California wrote (also in 1942) that this task was a matter to be handled in a cooperative manner by physicans and physical educators

Directors ideas of health and correction are frequently very limited Nevertheless every administrator should recognize definitely what movements techniques and skills in their departments may have deleterious effects They should remember that at least seventy per cent of the students have faults in posture and consequently are using bodily machines out of line The result is slow injury to joints ligaments and muscles Hence a basic need arises for fundamental corrective positions for all activities⁷

He goes on to state that even the posture of athletes is bad He feels that coaches and teachers should explain to athletes that their performance can be improved through normal joint alignment This is of course most important at the elementary school level where such rapid growth and "excessive discrepancies" in structural relationships occur

It should also be stressed that in addition to the possible benefits in health and physical efficiency one's appearance will also be improved through normal joint alignment

From what has been said it should be evident that the field of physical education must either do something about body mechanics and adaptive work or inform educational administrators and the public that it cannot do anything or hasn't been allowed or hasn't the facilities or isn't interested in this phase of the work

⁶ R J Cook "Report of the Orthopedic Examination of 1393 Freshmen at Yale University" *The Journal of Bone and Joint Surgery* Vol 4 247 65 April 1942

⁶ J S Wickens and O W Kiphuth "Common Postural Defects of College Freshmen" *The Research Quarterly* Vol 13 No 1 March, 1942

⁷ C L Lowman, "Physical Educational Counseling" *The Journal of Health and Physical Education* Vol 13 No 9 Nov 1942 p 510

Facilities and equipment

The question of adequate facilities and equipment for physical education is often a vexing one. The results of a second national conference on this subject have been published by the Athletic Institute and serve as an excellent guide.⁸ Unfortunately, these recommendations are often overlooked or modified to the point where the resultant facilities are not adequate for the task. Naturally, physical educators do not know all the answers about facilities and equipment; they could not possibly understand all of the engineering and architectural problems involved. They do understand, however, the problems they are likely to encounter after the gymnasium or the pool has been in use for some time. The task seems to be one of developing ways of forwarding such information to the attention of the architects involved in the planning.

Communities face almost insuperable odds in their attempts to finance education. This means that physical educators must be careful to avoid demands for unreasonable size in new gymnasias, locker rooms, and other facilities. With the tremendous growth in the school population, however, the needs cannot be underestimated, as these essential parts of a school building are going to be in use for a long time. Careful study and close coordination are necessary to insure that the public's money is spent to best advantage. When communities are short of classroom space, swimming pools that are going to be called "lakes" or gymnasias the size of airplane hangars are out of the question. Economy and adequacy are two words that may cause conflict unless the needs of physical education are made known in such a way that all concerned will appreciate the problems.

The question of combining an auditorium and a gymnasium is a perplexing issue. Gymtoria are certainly better than nothing, but in the final analysis they do not appear to be completely practical. Why the physical education program, on the one hand, or that generally carried on in the auditorium on the other, should suffer from interruption is a question that is difficult to answer. Supplying both facilities costs a great deal of money, but education in the United

⁸ Second National Facilities Conference, *Planning Facilities for Health Education, Physical Education, and Recreation* (Chicago: The Athletic Institute, Inc., 1956).

States should not have to get along with inadequate facilities. If physical educators work constantly to make their programs truly worthwhile, and, through sound public relations, the public is given a better idea of what the field is trying to accomplish, the money necessary to do the job should be forthcoming.

Greater care seems to be needed in purchase and care of equipment. Money is easily wasted in poor planning and improper care of equipment. Equipment should be purchased locally, the business shared among the sporting goods stores in the locality. Asking for the submission of "tenders" is time-consuming, but such an effort to standardize equipment purchasing is desirable. A program should use quality equipment, yet, dealers should not be asked to forego a fair mark-up when they solicit school business. *Professional* physical educators do not expect "hand outs" or prejudicial treatment simply because they control large equipment purchases.

A good equipment man is invaluable to a high school or college. Careful storage of equipment is nothing more than common sense and good business. Proper procedures for the control and issuance of expensive equipment are highly desirable.

Public relations

If this is an era of "new conservatism," physical educators must redouble their efforts to improve relations with the public. People are influenced more by actions than by what a group says it is trying to accomplish. Physical educators must be able to prove that children and young people are being helped to lead more effective lives through their participation in physical educational activities. Although equipment and facilities in this area are at least as costly as those for any other subject area, the public will not complain if it is given full value for its tax dollar.

Although teachers and coaches are busy with their many duties, they should take the time to concern themselves with public relations. Very few people are aware of the aims of modern physical education. Physical educators still continue to stand against the "aristocratic irresponsibility" of the traditionalists who would relegate them to the "frill" category. The public should know how much money is spent on intramural athletics for the *many*, as opposed to how much goes for interschool athletics for the few. At the same

time, the gate receipts of major sports should not be slighted. This money is a great help and is often used to finance intramural programs.

Continuous, reliable, responsible public relations will develop an informed public that will not mutter about "fads" and "frills." The physical educator should know what is news in his area and then make certain that it is presented to the various media in an interesting manner. Sports writers are allies in this venture; their influence is very great. The coach must be willing to devote some of his time to public speaking and must be adequately prepared when he speaks. A few basic talks about the various phases of school health, physical education, and recreation can be made to stretch a long way, but they must be developed with an eye to presenting the content of the message in the most entertaining manner.

Exhibitions and demonstrations of physical prowess and skill have been used often as public relations devices. Generally, these techniques are excellent, but they can be artificial and quite formal. To some, children must move like robots to show parents and public that something is being accomplished in physical education periods. When this type of presentation takes place even some physical educators lose their sense of perspective. Rather than giving such stylized demonstrations, they might well present the actual teaching of the techniques that lead to proficient performance. This is most interesting to parents, since it informs them of what happens in daily classes.

Despite the various devices that are employed to further public relations, perhaps the best means of satisfying parents is to show them that their children are receiving as much individual attention as possible, and that they are progressing. A satisfied, happy student is the best "broadcasting station" that has yet been encountered.

Professional preparation

This topic, of course, is the primary task of the university teacher, but elementary and secondary school teachers and administrators are experiencing the results of the product that is being produced by the professional courses. When deciding upon course changes, university professional educators may take a narrow approach. It is necessary to study past development, the actual job

situation teachers are going to face, and the society in which teachers will live in order to get the realistic picture necessary to the development of sound curricula

What is a physical educator? In undergraduate and graduate work there has appeared to be some confusion. In many facets of professional preparation, however, physical education is setting a desirable pattern for teachers in other subjects to follow. Many areas need attention.

First, the status of the physical education major student must be raised in the minds of the public and other teachers. By and large physical education majors will need a broader educational background. This deficiency shows up in many ways. This problem has developed partially because there is too much knowledge and skill to be mastered within four undergraduate years.

Second, ways must be discovered to bring the people involved in various specialties within the field into a closer relationship. "A house divided against itself cannot stand." All professionals can help this situation by working to promote greater unity within the profession.

A third problem is that of "passing courses" just to graduate. The traditional subject matter approach to learning has sometimes stifled initiative. The professional student takes a set number of courses and goes to college for a required number of years. Upon graduation, the "teacher" is presumably sufficiently educated and competent to engage in his profession. A "competency approach" might help to eliminate the ineffectual, repetitive teaching with which standard professional courses have been charged. It is important to develop a more effective way to measure teaching ability as determined by specific competencies. These competencies should be developed through selected experiences with subject matters as resource areas.

Because of the complexity of the total field many relationships within the field are unclear. What is the relationship between physical education and school recreation? Should physical education leave correctives and adaptive physical education to the physical therapists? Where does school health education fit in? Is health education too important to leave in the hands of the busy physical educator? What about safety education and driver education? Should there be recreation specialists in the school systems to super

wise all the so-called extra-curricular activities? Where do athletics belong? Why should the physical education department make decisions about athletic matters when the entire school is concerned? What about coaches who aren't qualified physical educators? Can one person meet all of the foregoing responsibilities and many more within the school and college, or should there be continuing efforts to promote specialization?

The "common sense approach to evaluation" has been taken by many physical educators who feel that their field is still an arts (or humanities) subject that is not open to an experimental approach. The public seems to believe that anyone with a good personality, a fair educational background, and some excellent sports skill can teach physical education. There is no real need for him to study in the areas of anatomy, physiology, kinesiology, physiology of exercise, tests and measurements, and correctives. The teacher should simply keep them busy, have some progression, and develop a "smart-looking" class. Physical educators must decide if such a slipshod approach will yield the increased status many seem to want.

The field of education tends to take a "don't you know your place" approach to students. One of the best ways of improving the various teacher education programs may be missed when students are not used as critical evaluators of their own progress and the worth of the various aspects of the curriculum.

Lastly, there needs to be a fuller understanding of "democratic administration." What departmental decisions should be shared? Should a department head go along with decisions of the total staff? Can administrators superimpose their will upon others and achieve optimum results? Staff members who have been allowed to grow and develop in an atmosphere where democratic spirit prevails have an *esprit de corps* which professional students will find contagious. People are great imitators, and physical education graduates tend to follow the prevailing pattern of their undergraduate institutions.

General administration

General administration is a sketchy area—a catch-all for problems that do not fit logically into any of the other subdivisions.

Administration of any educational program is the leadership of the personnel involved in conducting the program, and in that larger community of persons who are interested in provide support for, and ultimately approve or disapprove of the program itself⁹

Depending on how the task of an administrator is conceived it can be simple or complex. If an administrator is "the boss" matters will be quickly expedited. But there may be quite a staff turn-over. On the other hand if staff members are regarded as co-workers, much time may be consumed in discussing this or that phase of the program. But the staff will be happier and may thus do a better job. On balance, there appears to be a logical middle path between dictatorship and anarchy that will result in optimum staff growth.

Relationship to the teaching and recreation professions

Most people feel unable to devote sufficient time to carrying out their responsibilities in the many professional organizations whose functions often appear to overlap. Many teachers have failed to fulfill their obligations here, thus making the burden heavier on those who are more conscientious. Professionals in the field of health, physical education and recreation must take care not to forget their fundamental responsibility to the teaching profession as a whole. Allegiance is owed to the National Education Association, of which the American Association for Health Physical Education and Recreation is one Department and other regional and specialized organizations. To promote the goals of general education as well as to secure higher status for physical education a much greater effort must be made in this area of professional service.

What about the relationship between physical education and the recreation profession? Cooperation among the various areas of recreation parks, physical education, and athletics is highly desirable. The strength that can be gained from unity is enormous. But often these groups appear to be "fighting for the use of the same bodies." The physical educator has no right to practice anything in the recreation profession but physical recreation unless he has specific preparation in recreation education. The recreation

⁹ Williams and Brownell, *op cit* p 25

director should not attempt to administer parks unless, through experience or training, he is prepared to cope with such a task. The reverse of this is just as true.

If there are sharp differences between the position of physical educator and that of recreation superintendent, an effort to determine a working relationship might be mutually beneficial. And what about the concept of the community school? This and many other questions wait to be answered through cooperative effort. The following analogy may help to clarify the entire problem. Both professionals are playing on the same team! The physical educator takes his turn as the pitcher quite early in the game, but not before the recreation director "pitches" to the preschool child. Sometimes the physical educator is batted out of the box very soon, and in many elementary schools he never gets beyond the warm-up stage. Under normal circumstances, the recreation director must pitch from the fourth inning on in this game which includes each player's entire life. Neither physical educator nor recreation director can forget that there are eight representatives of other fields on this ball club—adult education, commercial recreation, private agencies, and others. Look to them for support and guidance. The status of the two professions of physical education and recreation will grow as the worth of the program increases.

Evaluation

Many respected educators say that there "is so little for the mind" in modern education, because they believe that misguided Deweyites hold the fort. Careful scrutiny of school programs might give the opposite impression—there is "far less for the body" in schools and colleges. Every year classification and proficiency tests indicate that students generally are woefully weak, misshapen, and uncoordinated.

Evaluation is an area of school health, physical education, and recreation where many professionals falter. What is there to measure? If measurements were taken, whom would it influence? Only in relatively few schools are physical education grades figured in with "academic" averages.

Is physical education an art, a social science, or a pure science? At present, it doesn't fit neatly into any category. The field was

once one of the liberal arts, but in the Middle Ages it was torn from this lofty perch. Physical education appears to have deep roots in all three of the above areas, depending on the angle from which it is viewed. One group stresses that it belongs to the humanities, because the aim is to help young people achieve certain attitudes and appreciations that will enable them to lead richer, fuller lives. A second faction will say that physical education has a great role to play in the social sciences—that is, students are helped to acquire desirable personality traits through participation in various types of physical activities. There is, certainly, a concern with society as a group of interrelated, interdependent people but it is doubtful whether it is wise to be affiliated with the humanities in the sense that the field would serve chiefly as a discipline and as an instrument of factual knowledge only.

Those who emphasize the scientific attributes are anxious to gather as much systematized knowledge as possible through all possible avenues and types of research. In this, of course there must be continual borrowing from mathematics and the physical sciences as well as psychology. The present trend seems to be to make progress through statistics—proving right through a coefficient of correlation. Certainly there must be borrowing from everywhere possible in order to get all the facts. Immediate concern about a high place for physical education in the curriculum hierarchy may help, but the aim should be to raise the physical fitness standards of *all* students and citizens. Education "through the physical" is the correct slogan so long as rugged healthy bodies for boys, girls, men, and women are the end result. The development of physical attributes belongs uniquely to the field of health, physical education and recreation. This should never be forgotten!

Summary, suggested approach to the cases that follow

It has not been possible within the span of one chapter to raise questions concerning all of the problem areas of the field. The opinions expressed are not intended to serve as an "indoctrination." Although they represent what appear to be some of the better current judgments, they must be made to stand the challenge of close scrutiny and investigation, especially as they are applied to discussions of the various cases.

Insofar as possible, the cases were selected to cover many of the problems that might occur as the administrator faces his task. A case may seem to exemplify one main issue, but class discussion will usually bring out many related problems.

There is no fixed model or plan that should be followed in a case discussion. No standard pattern exists for case analysis. One approach that has been suggested by McNair and Hansen is worthy of careful consideration.¹⁰ In order to discuss a case intelligently, there should be a "complete mastery" of the facts. Students should determine which facts are pertinent and which can be rejected as inconsequential. What is the main issue in a problem situation? Or, are there several main problems? Administrators must learn how to ask the right questions to get the answers that they need.

McNair states further that it is advisable to break the main issue down into sub-issues or sub-questions. He feels that the determination and answering of these sub-questions is basic to the entire analysis. Some people like to list opposing arguments on a pro and con basis, but this appears to be more helpful later rather than at the beginning.

As administrative problems are analyzed, full consideration should be given to possible alternative courses of action. If these alternatives are unrealistic, they should be discarded immediately. If they seem plausible, they should be analyzed by a comparable breakdown into sub-questions.

It does not seem to pay to memorize conclusions or facts from other cases. With each case a new situation is faced. One must develop the ability to think the problem through to a sound solution. It is wise to study the case beforehand, but it is equally important to review the discussion later, and to summarize the most penetrating questions which have been raised.

A word of caution—do not look upon each case as being isolated from all other administrative situations. When you, the student, have completed the discussion of all the cases in this compilation, there is every reason to believe that you will have developed your powers of discrimination and generalization.

The introduction to the case method is now over. You are now on your own with your instructor and the others in the course. The

¹⁰ M. P. McNair and H. L. Hansen, *Problems in Marketing* (New York: McGraw-Hill Book Company, Inc., 1949), pp. 22-25

study and discussion of these cases can be a most stimulating experience. It's all up to you.

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PART 2

THE CASES

NOTE

A CHART is included on the front and back endpapers of this book. In the table of contents the reader will find a listing of the various cases. With each case there is a suggestion as to what may be the main problem area involved in the discussion. The end paper chart is an amplification of this showing how many different problem areas seem to exist in each case. Although some may say that these aids represent unwarranted "directiveness" we have risked this criticism in the first edition because it seemed likely that such guidance might be necessary.

The cases and quotations included have been selected because it was felt that they would encourage a stimulating class discussion. Conceivably, these class discussions might cover all of the so-called administrative problem areas.

A word of warning may be necessary. Do not assume that any written or spoken word is correct or incorrect. Many times the people involved in the various cases have used terminology that the field of health, physical education and recreation is trying to eliminate. You will have to guard at all times against taking people at their word. On the other hand, some participants will make doubtful or incorrect statements unwittingly. Whether statements are right or wrong, desirable or undesirable, you will have to determine their accuracy and pertinence in order to discuss the cases intelligently.

1. Gledhill High School

WORK LOAD

(As reported by a department head)

Mr Robert Turnbull, the principal of Gledhill High School felt that extra curricular activities were fine in their proper place. This is not meant to imply that he didn't like to see his school's teams win. Once when he felt that a basketball official had ruled unfairly against the Gledhill team in the closing minutes of a game, he rushed out onto the floor and proceeded to tell the official in no uncertain terms what he thought of him. After several technical fouls were called against the Gledhill team, he was finally led off the floor by the embarrassed coach.

Staff members generally recognized Mr Turnbull as an unpredictable individual. When staff members wanted to see him about a problem, they would take care to determine just what sort of mood he was in on that particular day. One staff member recalls an incident in which Mr Turnbull one day just about frightened some relatively innocent freshman "almost to death" for a minor infraction of the rules of the school. On the next day he dealt with a "hard rock" delinquent youngster as if he were his "fair haired" boy.

Mr Turnbull prided himself on the fact that his high school had a high academic standing. First and foremost he was what might be called an "academic man." He was due to retire shortly, after a long career in teaching and educational administration.

Staff members were quick to admit that he had a number of good sides to his personality. When he hired a teacher for a particular job, that person soon learned that his job was "his baby." Mr Turnbull was not the sort of person to interfere with the running of a department on the slightest provocation.

Following World War II, Gledhill High School had an enrollment of 700 students. During the War, athletic activities had been curtailed to a great extent. As a result, the extra-curricular program managed by the athletic department consisted of senior football,

junior and senior basketball, intramural basketball, and senior tennis. Two physical education teachers and one other teacher, who coached basketball, were the only staff members available for the boys' athletic program. Both of these physical education teachers had not majored in the subject during college and they were anxious, because of their age, to "retire" to the teaching of other subjects in the curriculum.

Shortly thereafter, the boys' athletic program expanded to include junior and senior football, junior and senior basketball, volleyball, gymnastics, senior hockey, junior and senior track and field, and tennis, in addition to intramural volleyball and basketball and a school golf tournament. At the beginning of the next academic year, two new physical education teachers took over the department from the two "retiring" teachers.

George Thomas was named head of the boys' physical education department, and he was to be assisted by Frank Lloyd. George was a big, friendly individual with a lot of drive and a desire to develop an outstanding program. He was highly regarded by the state education department. The other coaches in the district respected him and his work. Later, he was elected president of the state branch of the national professional association.

As the athletic program grew, it became increasingly apparent to George that he and Frank would need some help with their many coaching duties. In addition to a full work load of daily academic and physical education classes, George was coaching senior football, senior hockey, senior and junior track and field, and the gym team. He also took responsibility for the supervision of all intramural athletics. Frank Lloyd, his assistant, coached junior football, junior basketball, volleyball, and tennis. When he could, he helped George with intramural athletics. Mr. Mahler, a history teacher, continued to coach senior basketball, as he had done before George and Frank were hired.

After discussing the matter at great length with Frank, George decided to catch Mr. Turnbull in a good mood and tell him that more help was needed. He explained to Mr. Turnbull what was happening. He mentioned also that although two new teachers had been hired that year, neither of these men was qualified nor willing to help with the extra-curricular program. Mr. Turnbull listened, but made no promises. George expressed the opinion to

Frank after this interview that Turnbull still felt that athletics were largely the domain of the physical education department, and that was the way it was going to stay

George Thomas's philosophy of physical education was such that it included an opportunity for most boys to take part in some phase of the varsity and intramural program. He was quite concerned that students should have the chance to learn leisure skills. With this end in view, George went to Mr. Turnbull later in the year and suggested that he use some of the money in his budget for the purchase of badminton rackets and golf clubs. Mr. Turnbull merely laughed. He explained that he felt any extra money should be used to develop further those interscholastic sports already in the program. He suggested that vertical rather than horizontal expansion of Gledhill's athletic effort would help produce more conference winners in the various senior sports.

Matters continued about the same for the next two years. Although interested in their work, George and Frank were becoming discouraged. One day, George figured out that he had spent 500 hours on extra curricular work during the past academic year. At the next monthly meeting of the coaches in the district, he mentioned this fact and found that many of the other coaches were facing similar situations. After a lengthy discussion, a committee was formed to make a survey. When they had the facts, the executive of the coaches' association asked to present their problem at one of the regular meetings of the high school principals in the city. When the principals saw the chart that the coaches had prepared, a great many questions were asked. They tried to show that mistakes had been made in the computations. When the executive of the coaches' association left the meeting, the coaches felt that the principals had almost called them liars.

At the beginning of the next year, Mr. Turnbull hired three new male teachers. Not one of them was assigned any extra curricular responsibilities. George, with his usual heavy work load, became discouraged. His wife began to complain because he had one team practice before school started in the morning and another after school closed in the afternoon. About this time, a principal from a nearby school approached Mr. Turnbull to say that he would like to offer George a position in his school. Although Mr. Turnbull didn't know about it, George had received another attractive offer.

from an insurance firm in the city. Both George and his wife were favorably inclined toward this latter offer. Mr. Turnbull talked to George about the offer of the department headship at the other high school with a higher salary.

About this time, the physical education teachers in the district became aware of the fact that teachers in Longden (a city of about 150,000, 120 miles away) were receiving extra compensation for handling extra-curricular duties. They discussed this at their monthly meeting. The Teachers' Association had considered this problem recently and had expressed general disapproval of this practice. On the other hand, the physical education teachers knew that they could not be forced to assume duties beyond their regular classes in the curriculum.

During the fall, George had an outstanding senior football team. The team was doing very well, but the pressure upon George was great. Things were beginning to get on his nerves and his usual genial disposition was beginning to disappear. Some of the boys on the team were temperamental and hard to handle. To make matters worse, George began to develop a series of skin rashes. His physician was not sure of the cause of this ailment, but he did point out that the stress and strain of George's work might be a factor.

The senior football team finally won the district championship. George was completely exhausted both mentally and physically. His academic classwork was beginning to suffer. Mr. Turnbull informed George that Gledhill's football team had been invited to represent their section in the state tournament the next Saturday. Mr. Turnbull was elated. George also was happy and proud, but he wondered if he could stand the strain of another such week as the last. His rashes had been getting worse.

George's team did well in the tournament. The winner was determined by committee vote later in the day. Gledhill did not win, but they gave a good account of themselves. They were an outstanding defensive team, but they didn't have any exceptional "breakaway" runners on the offense. It was a rough weekend for George. He had the complete responsibility of the group, including bus-loads of cheering students, and he had to be everywhere at once even after the game was over.

Next Monday morning, Mr. Turnbull called George to his office.

George still hadn't recovered from the hectic weekend. Mr. Turnbull commended him on the team's performance and then said that George had been doing so well with his guidance work that he had decided to give him more responsibility in this area. He made no mention of any plan to lighten George's work load in any way. George "blew his top." Mr. Turnbull also became quite upset and somewhat belligerent. When he saw that George was adamant in his refusal to accept any more assignments, Mr. Turnbull calmed down. Both people appeared quite upset by the interview.

There was a good deal of tension during the next few months, especially when George told Mr. Turnbull that he was going to drop senior hockey from the athletic program immediately because he simply could not stand the pace and his health was being affected.

In February at the annual variety show, George met many of the students' parents. Several of the fathers said they were sorry that it had not been possible to have an interscholastic hockey team that year. Moreover, during the preparation for the show, he had told the other teachers that he would not be able to arrange for the usual gymnastics demonstration. George was a bit embarrassed.

As he was getting ready to go home, he overheard a conversation between Mr. Turnbull and an influential lawyer in the city. The lawyer, Mr. Garde, was quite upset that interscholastic hockey had been dropped. His son, Ray, was an outstanding player and missed the chance to play on the school team. Mr. Turnbull appeared quite embarrassed and tried to pass over the matter. Mr. Garde, however, pressed his point by remarking that Gledhill was the only school in the district conference without a hockey team.

SUGGESTED QUESTIONS FOR DISCUSSION

1. What insight into Mr. Turnbull's personality might you get from his action at the basketball game?
2. Do you think it is fair to type a principal as 'an academic man'?
3. Do you think George should have discussed the developing program sooner with Mr. Turnbull?
4. What do you think of Mr. Turnbull's opinion that the responsibility of an athletic program is largely the task of the members of the physical education department?

5. Do you think George was right in stressing the idea of leisure carry-over skills, in view of Mr. Turnbull's opinion that vertical expansion of athletics was the better policy?
6. What mistakes, if any, did the coaches' executive make in his method of presenting their case to the principals? Why do you imagine that the principals didn't seem to believe him?
7. If you were George, would you make a point of letting Mr. Turnbull know that you were thinking seriously of taking the other school offer in order to pressure him for more help? Should George have told Mr. Turnbull about the offer from the insurance firm?
8. Do you think that George and Frank should have gone to see Mr. Turnbull and pointed out that they were thinking seriously of dropping all extracurricular activities because their contracts would allow them to take such action?
9. Should George have refused to take his team to the state football tournament because of his health?
10. Why do you suppose that Mr. Turnbull asked George to assume further responsibility in the guidance program without lightening his load in some other way?
11. Was George right in "blowing his top"?
12. Should George have decided to drop senior hockey competition?
13. What influence would Mr. Garde's criticism have on Mr. Turnbull's opinion of the athletic program?
14. Should George have submitted his resignation after the "heated interview" with Mr. Turnbull?

2 Dixon College

STAFF SELECTION

(As reported by a department head)

In the spring Professor Cobb asked the administration of Dixon College to allow him to add another male staff member to the department of physical education. Although the scope of the physical education program had been increasing the administration still hesitated to grant this request. Professor Cobb discussed the situation with Mr. Slaughter, the athletic director, who would be using the new appointee part time as a coach in football and wrestling. Mr. Slaughter agreed to speak to the president to emphasize the need for another man. One week later, the dean called Professor Cobb and told him to begin looking for a junior staff member.

Dixon College had an enrollment of about 2500 students. There was a two-year requirement in physical education for all students, in addition to voluntary programs in intramural and intercollegiate athletics. A major program leading to the Bachelor of Science degree in Physical Education had been started five years before the beginning of the case.

The new department member was to have responsibilities in various phases of the physical education and athletic program. The appointment was to be at the instructor level, with an annual salary starting at \$4 200. After a two-year probationary period, teachers were generally promoted to the assistant professor level if their work was satisfactory. This promotion meant that the position was "permanent," although there was no tenure in the generally accepted use of the term.

The dean and the president were interested in a man with a sound liberal arts and science background as well as a good preparation in physical education. They were concerned also about the religious preference of the applicant. Professor Cobb did not quite understand their reasoning in this last matter, except that Mr. Slaughter, the athletic director, and one other male staff member were Catho-

lic. The administration seemed to want to preserve a balance of Protestants over Catholics on the staff

Mr Slaughter, who was a keen judge of men, wished to obtain the best man possible under the circumstances. He was particularly concerned about the individual's ability to assist in varsity football and to coach another sport as well.

Professor Cobb agreed to a large extent with the others. He wanted to get a man with a broad philosophy of physical education. At the same time he was anxious to find a person who would fit harmoniously into the staff picture. There was some unrest between the athletic department and the physical education department, and Cobb thought it was important to hire someone who would not wish to overemphasize one aspect of the program.

Professor Cobb wrote to the placement office of a long-established private institution in New England, about 400 miles away from Dixon College. This college had been one of the first to establish a teacher training program for physical educators and had the reputation of turning out well-qualified men in professional physical education work. Because so many professional courses were included in a four year curriculum, the liberal arts background of its graduates was a bit weak. The placement office sent Cobb the credentials of six graduating seniors. The credentials were carefully screened by Professor Cobb, Mr Slaughter, and other senior staff members. One man, Arthur Donaldson, seemed to be qualified. In addition, he would be available for an interview at Dixon within the next two weeks, as he was planning to visit his father in a city only 150 miles away. Since the dean was quite anxious to save on travel money, they decided to invite him for an interview at that time.

Mr Donaldson was twenty six years old and had served in the Air Force for two years. He was five feet eleven inches tall and weighed 190 lbs. He was Catholic and had been married after his first year in college. There were no children, and his wife was anxious to seek employment wherever her husband worked. His major subject at college was physical education, his minor recreation. During college he had participated in a variety of extracurricular activities including football, basketball, wrestling, and tennis. During the summers he had been active at various camps as a waterfront director. His grades were above average and he

was anxious to start graduate work in the summers. Many references were included in his brochure and they all added up to one conclusion—Arthur Donaldson had made an excellent record as a student and as an athlete in his college.

Mr and Mrs Donaldson came to Dixon College for the interview. They spent the afternoon looking around the campus and meeting members of the staff and the college administration. All seemed favorably impressed with the couple. Art was a rugged personable fellow with a strong jaw and just about the right amount of aggressiveness. He had strong opinions about a number of the current problems in physical education but he tried to be tactful. He was full of confidence and highly praised his college course. He spoke in glowing terms about his football coach who had evidently been a real "slave-driver." The Donaldsons were an attractive well-dressed personable couple. The dean commented especially about Mrs Donaldson's appearance and personality. The president didn't have much to say one way or the other.

The Donaldsons had dinner at the home of Professor and Mrs Cobb, and about 9:00 P.M. made a pre-arranged visit to the home of Mr and Mrs Slaughter. Upon their return they appeared impressed with the new home that Mr Slaughter had just built. They mentioned the names of several influential people in town that the Slaughters had said they could introduce them to. Mrs Cobb mentioned to her husband later that this couple would find it difficult to live on an instructor's salary. In the morning the Donaldsons took their leave after thanking all profusely for their kindness. A few days later, Professor Cobb received the following letter from Mr Donaldson:

Box 6 Lynwood College
Lynwood, Conn

Dr Robert Cobb
Professor of Physical Education
Dixon College
Waterloo Michigan

Dear Bob

Thank you for your kindness during our visit of March 24th and 25th. I greatly appreciate the time and consideration you gave us. We were deeply impressed by the College and all the fine people that we met. The physical education position that we discussed is definitely

interesting to me, and I hope that I shall have the good fortune to become a member of such a congenial staff.

Please give your wife our very best wishes.

Sincerely,

Arthur Donaldson

Slaughter mentioned to Cobb that he also received a letter.

The second candidate asked to come to Dixon for an interview was George Nelson. Cobb had heard about George from Professor Farquharson of the Dixon physical education staff. Farquharson had a friend completing his degree at Greer State University. When this friend heard about the available position, he had suggested to Farquharson that George Nelson might be the man for the position. George was just completing his M.A. degree at Greer and had been serving as assistant wrestling coach. George had majored in physical education at a small midwestern college that was known in the athletic world for its outstanding wrestling teams. Farquharson asked the head coach of wrestling about George and received a fine recommendation. The coach pointed out that George was an excellent student, a fact that was substantiated by the department head at Greer. Upon Cobb's request, Farquharson asked Mr. and Mrs. Nelson to come to Dixon for an interview.

The Nelson interview followed the same pattern as that with the Donaldsons. They were shown the campus and the particular facilities that would be of most interest. Cobb liked Nelson instinctively, probably because he was personable, quiet, and yet calmly confident. Mrs. Nelson was not so attractive a person as Mrs. Donaldson. Mrs. Cobb liked her and described her as more of a "home-body" type. The dean for some reason liked the Donaldsons better. Professor Cobb arranged for the president to meet him and Mr. Nelson at the cafeteria for coffee. Mr. Nelson talked easily with the president and mentioned that he knew quite a few high school wrestlers who might be interested in coming to Dixon if they knew that he was going to coach wrestling. When Professor Cobb talked to the president later, the point arose that Mr. Nelson ought to have some plastic surgery performed on one of his ears that had been "cauliflowered" by wrestling competition. The president seemed to prefer Mr. Donaldson even though he was Catholic.

Later in the afternoon, Cobb had a long talk with Nelson about the position. Nelson was relatively inexperienced with football, a point which Mr. Slaughter stressed later. In addition, Nelson felt that he couldn't afford to take the position under \$4,600. He mentioned that this figure was the "going price" at which men with M.A.'s were leaving Greer. If he couldn't get this salary, he indicated that it might be better for him to proceed with his doctorate at Greer.

The Cobbs had the prospective candidate and his wife to their home for dinner, as they had done with the Donaldsons. Mr. Slaughter did not appear to be interested in having the Nelsons visit his home, as the Donaldsons had done. The evening was spent in pleasant fashion. Before the Nelsons left in the morning, Professor Cobb told Nelson that he would hear from him shortly after the third candidate had been interviewed.

Professor Cobb had met the third candidate at a national convention. This man, Roger Baldwin, was four or five years older than Donaldson or Nelson. Roger appeared to have an excellent background and was extremely personable. He had his doctorate with a joint major in physical education and history from Rockwell State University in the Far West. At present, he was director of physical education and instructor of history at a small midwestern college. Cobb asked Baldwin if he would be interested in a post at Dixon, and Baldwin said that he would be in the Dixon area within the next two weeks and would be glad to pay a visit. He also mentioned that he was interested in an assistant professorship and a salary of at least \$5,000.

Two weeks later, Dr. Baldwin telephoned Dr. Cobb from a nearby city and said that he could visit Dixon the next day if convenient. Arrangements were made and Cobb met him at the railroad station. For some reason, although he was very anxious to like Baldwin because of his excellent qualifications, Cobb was not so impressed with him out of the convention atmosphere. Baldwin was well-dressed, but his clothes were rather ill-fitting because he was overweight. Cobb and Baldwin made a rather hasty trip around the campus and stopped briefly to see a number of the staff members. Baldwin impressed Slaughter with his knowledge of football and indicated his willingness to coach wrestling, although he had been away from it since college.

Baldwin was very interested that Dixon College had made tentative plans to start graduate work in physical education. Cobb felt that another man with a doctorate would give increased stature to his staff. He reasoned also that this man's background in history would be looked upon favorably by other departments on the campus. Baldwin had held a very responsible position in a private agency before taking his present college position. Cobb felt that this administrative background would be helpful at Dixon. Cobb took Baldwin to meet the dean and then the president. Both were favorably impressed, as was the head of the history department at another meeting. Cobb mentioned that perhaps he could make arrangements for Baldwin to teach one history course and thereby augment his salary a bit. Cobb talked to the president later about Roger Baldwin. The president mentioned that he didn't see how they could obtain the services of Dr. Baldwin at the rank of instructor with a salary of only \$4,200. Cobb said that Baldwin would like a position as an assistant professor at \$5,000. He stressed that Baldwin had a wife and two children. He asked the president if he would consider paying a bit more for a better qualified man, if everyone agreed eventually that Dr. Baldwin should be offered the position. The president did not commit himself, but said that he would discuss it with the dean.

Professor Cobb took Dr. Baldwin home for dinner. He took him out to see the horses that he raised. Although Baldwin had expressed an interest in horses, he continued to talk about physical education and hardly looked at the animals that Cobb was trying to show to him. When they went into the house, Baldwin excused himself for a minute and came back with a bottle of rye whiskey that he had brought for a gift. He seemed anxious to have a drink before dinner, so Cobb mixed a drink for him and explained rather apologetically that he and Mrs. Cobb didn't drink. He suggested that Baldwin might as well take the remainder of the rye with him so that it wouldn't go to waste. Baldwin said he hoped that the Cobbs didn't mind the fact that he liked an occasional drink. They assured him that they certainly had no objections. Later in the evening, Baldwin had several more drinks.

Cobb and Baldwin talked enthusiastically about physical education during supper and after. Baldwin described his various undertakings at great length. Professor and Mrs. Cobb found his analysis

of living conditions in his own state quite interesting. At one point in the conversation, Baldwin mentioned that a mutual friend had told him earlier that day that he (Baldwin) would be the best thing to ever happen to the Dixon physical education staff. Professor and Mrs Cobb laughed about this later, because they thought that this remark was a little out of place, even if true. Dr Baldwin thanked Professor Cobb for his courtesy the next morning with a cheery goodbye. He said he would be looking forward to hearing from Cobb when a decision had been made.

As Cobb thought about the various applicants he didn't know whom to recommend to the administration. He talked to the dean and the president, who said that it was up to him, Mr Slaughter, and the staff members to make a recommendation. They didn't commit themselves about the salary requirements that would be necessary for the applicants with the higher degrees. They did appear quite anxious to conserve money and the dean made the point that the Donaldsons were "certainly a fine couple."

Mr Slaughter seemed partial to Arthur Donaldson although he was impressed with the qualifications of Dr Baldwin. The fact that both could help in coaching football was important to him.

The staff members were divided in their opinions. Professor Farquharson was partial to Nelson because the head coach of wrestling at Greer and the department head had recommended him so highly. Another staff member seemed concerned that Dr Baldwin wanted an assistant professorship.

Professor Cobb liked them all, but he realized that the dean and the president wanted to conserve money. After meeting Donaldson the president had said nothing more about the fact that he was Catholic. Cobb agreed with the dean that the Donaldsons were a fine couple, but he was impressed with Nelson's wrestling background. He thought also about the fact that Baldwin had his doctorate completed and would lend stature to the department. He wondered a bit how Baldwin's personality would "click" with the rest of the staff, but he reasoned that it wasn't fair to judge a man only on the basis of a casual visit. He remembered the president's comment about Nelson's cauliflower ear. He considered further that Donaldson had no teaching and coaching experience at all and only a Bachelor's degree. Cobb was puzzled. Whom should he recommend for the position?

SUGGESTED QUESTIONS FOR DISCUSSION

1. What do you think of an arrangement whereby a physical education staff member is used part-time by athletics?
2. Why do you suppose the dean and the president were concerned about the religious preference of the applicant?
3. When hiring a new staff member, which quality should you consider most important, if any?
4. How much difference does it make whether an applicant graduated from a "recognized" college or university?
5. Does the possession of a sound liberal arts and science background make a great deal of difference?
6. Who do you think should be responsible for screening the various sets of credentials that are received when a position is available? Should Professor Cobb have circulated more widely a notice about the opening?
7. Should an applicant or the school pay for his traveling expenses? Should an applicant ever be hired without a personal interview?
8. What do you think of Arthur Donaldson and his wife?
9. How did the Nelsons appeal to you? How much would you take into consideration that Farquharson's friend, the wrestling coach, and the department head at Greer all spoke highly of George Nelson?
10. Why do you suppose Mr. Slaughter did not encourage the Nelsons also to visit him at his home in the evening?
11. What do you think of Dr. Baldwin? Would his joint major in history be an important consideration?
12. Do you think the dean and the president might be willing to pay a little more for an instructor if necessary? Do you think they would consider offering a man like Dr. Baldwin an assistant professorship?
13. In what way, if any, did the dean and the president try to influence Professor Cobb?
14. What influence do you think Mr. Slaughter would have on the choice of a man?
15. Why was Farquharson partial to Nelson?
16. How much consideration should be given to candidates' differences in age, experience, and professional background?
17. Was the decision really up to Cobb? Whom would you select?

3 State University

PERSONNEL RELATIONSHIPS

(As reported by a dean of the school)

Taylor Washburn was an assistant professor in charge of the major program at State. His department was one of many which came under the jurisdiction of the School of Health, Physical Education and Recreation. He had an excellent background for his position. In addition to a B.A. degree with a major in history, he also held a B.S. and an M.A. in health and physical education. He was thirty years old and a bachelor. He apparently had no intention of getting married.

Taylor's superior at State was Dean Carlson. He and Taylor got along together very well. No one kept any secrets from anyone else on the staff, and this applied especially to the relationship between Carlson and Washburn. All staff policy was discussed openly and freely at regular meetings. It should be mentioned that Washburn was not liked too well by the rest of the staff because he fought hard for the rights and privileges of his own department. He often came out with strong statements at staff meetings, but Dean Carlson did not worry about this too much because he knew that he could generally reach an acceptable compromise with Professor Washburn. Carlson sensed also that Washburn was not too popular with the students, but he reasoned that students did not have to like an instructor so long as they respected him.

Washburn paid careful attention to the administrative details of his post. All who associated with him knew exactly where he stood on administrative matters. For example, the locker room supervisor thought highly of him because he was thoughtful and yet businesslike in all his dealings. The other two staff members who worked completely under his supervision did not get along with him very well. Dean Carlson reasoned, however, that certain differences of opinion which arose were not insuperable. Matters never appeared black and white, and Washburn seemed to be making a sincere effort to get along with these two teachers.

The administrative officers of the university thought highly of Washburn, although it must be admitted that they knew relatively little about the specifics of his work. He dressed well, attended meetings regularly, spoke meticulous English, and in their opinion was a fine representative of the physical education field.

Professor Washburn's father and mother were quite old and their health was poor. They lived in a city about 400 miles away and were very attached to this locality. He visited them whenever possible. Because he was an only child and felt a strong responsibility to his parents, he had mentioned several times to Dean Carlson the possibility of taking a post at the high school level in that city. In this way, he would be able to help them over some of life's rough spots.

The State Director of Physical Education held Washburn in high regard and always asked about him when Dean Carlson visited the state office.

The entire staff of the School understood that the Ph.D. degree was considered necessary for promotion to the rank of associate professor. Except for this qualification, Professor Washburn could have reasonably expected to receive this rank shortly. For this reason, he had made tentative plans to complete his doctorate.

Professor Washburn was not too happy about the dictatorial habits demonstrated by the university president at meetings. Dean Carlson felt exactly the same way. Policies decided upon democratically by the staff of the school often received rather harsh treatment when they were brought before the Administrative Board, which the president chaired. As the president was fairly young and likely to hold his office for a considerable time, Washburn wondered if the school was going to continue to progress. He and Carlson had discussed this matter on occasion.

When Dean Carlson presented his budget for the forthcoming academic year, he said that he could not recommend a promotion to the rank of associate professor for Professor Washburn. Washburn understood that his lack of the advanced degree was Carlson's reason. Carlson did recommend, however, a sizeable salary increase, because he felt that Washburn was underpaid. The next morning the vice-president directly over Dean Carlson called to say that the Administrative Board was going to recommend the promotion in rank for Professor Washburn. Dean Carlson did not like to hold a

person back, but he said that he could not agree wholeheartedly. He explained that several other staff members also should be promoted, if the matter of the Ph.D. degree was to be overlooked. The vice-president stated that the president felt that Washburn should have the promotion and that was the way it would have to be. Dean Carlson didn't know what to do.

No sooner had the telephone conversation concluded than one of the outstanding senior men students entered Dean Carlson's office. He asked the dean if he would come with him to one of the classrooms on the same floor to discuss an important matter. When they arrived, Dean Carlson found sixteen men students present. Bob Reynolds, the student who had come to get the Dean, explained that the group wanted to air some grievances about Professor Washburn. Dean Carlson was dumbfounded. He didn't know whether he should listen to what they had to say. Finally, he stated that he would listen, but that he wanted to get both sides of the story. Carlson wondered if he should have called Professor Washburn to the room, but he reasoned that such a meeting would be embarrassing to all concerned. The dean listened quietly as the students spoke. On several occasions he argued on behalf of Professor Washburn. On certain points he stated that he would look into the matter. Finally, Bob Reynolds presented Dean Carlson with a list of all the complaints. Dean Carlson promised to consider the matter carefully.

After Dean Carlson read over the list several times in the privacy of his office, he decided to discuss the matter immediately with Professor Washburn. He went to Professor Washburn's office and said, "Taylor, I don't know what to think of something that just happened, but I think I should discuss it with you right away." Washburn looked at him quizzically and said, "What's up?" Washburn could see that Carlson was very upset. In a kindly way, Carlson told him exactly what had happened and then showed him the list:

Men Physical Education Students' Complaints

Prof. Taylor Washburn:

1. Teaching incompetencies
 - a. Washburn's organization of classes is poor.
 - b. He cancels classes at will.
 - c. He doesn't seem to care about students or their improvement.

- d. His grades are not computed objectively.
- e. Test papers are not graded adequately.
- f. He taught us gymnastics for one-half year as part of our activity work but now says that the grades for this work won't count in our final averages.
- g. He didn't cover the subject of Community Recreation but now he asks that we be responsible for this course inadequacy on the final examination.
- h. In our course on Methods and Materials, all we got was information on materials.
- i. As an instructor he has inadequacies, but he makes no apparent effort to improve his work.
- j. In square dancing work this year, the students say they have learned nothing. Over half of the classes were cancelled. Now the students are being tested on last year's material. No theoretical examination was given at the end of the "course"—only a practical one.
- k. One morning in place of teaching the regular class work, the group was read a fairy tale.

2. General Comments

- a. The reason there are only three men registered in the 2nd year of the major program is that the junior and senior men are telling younger students to take a minor instead of a major in the department.
- b. Students have lost their confidence in Mr. Washburn's ability, administration, and leadership.
- c. He has shown extreme favoritism with one junior student. The work and personality of other students have been discussed.
- d. Mr. Washburn, on a number of occasions, has interfered with the work of other instructors during class and has contradicted them in front of the group of students.

Washburn read this indictment slowly, without saying a word, and then read it again. Both Washburn and Carlson realized that the students had misinterpreted a number of the items. One question remained, as they both knew. Could Washburn continue in the face of this statement demonstrating the students' dislike and lack of confidence in him as a person? Both teachers sat quietly for a few moments. Then Taylor said, "Tom, maybe it's time for me to take that high school position near my folks." Carlson replied, "Taylor, the world isn't going to come to an end. Let's have lunch. It's my turn to buy."

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 Just because staff members and students did not seem to like Washburn, should Carlson sooner have looked more carefully into this matter? How would he go about this, if the answer is affirmative?
- 2 Everything considered, what opinion do you get of Washburn?
- 3 Do you believe that Washburn's dislike of the president and his anxiety for the welfare of his parents had anything to do with his work and conduct?
- 4 When Carlson learned that Washburn was going to be promoted despite the policy in effect, what should he have done?
- 5 Should Carlson have left the room when he discovered what the meeting was about?
- 6 Should Carlson have discussed the matter immediately with Washburn?
- 7 What should Washburn do?
- 8 What should Carlson do, knowing that the promotion was to be approved the next day by the Board of Regents?

4. Benton College

OFFICE MANAGEMENT

(As reported by the department head)

Benton College was a medium-sized, co-ed liberal arts college with a total enrollment of about 2,500 students. The physical education major program consisted of about 70 students rather evenly divided in number among the four years of the course. The staff members (seven full-time men and three full-time women) were considered full-time employees of the department, although all of them were on loan to intercollegiate athletics and received a share of their salaries from the athletic budget. The director of athletics was not listed as a faculty member on the physical education staff, and the department head received his salary completely from the departmental budget. The department head, however, did serve as track coach.

The physical education department was responsible for the one-year program required for freshmen as well as intramural athletics. All intercollegiate athletics were governed by the Athletic Board of Control, of which the director of athletics was an ex-officio member. At this time, the entire program moved into a new multiple-purpose building called Bartram Hall.

Just as the physical education office was being moved to Bartram Hall, the departmental secretary gave notice. The department head, Professor Roberts, told the rest of the staff about Miss Collins' resignation and asked them whether they knew of anyone who might be interested in the position. The Dean's Office was notified and a call was placed to the Dean of Men, who kept a file of positions available and received requests from applicants for jobs on the campus. At the moment, no applicant was available, and it appeared that it was going to be difficult to fill the position because of the low starting salary (\$1,900.00). Professor Roberts was concerned because it was important to keep the office functioning. He wanted to locate another young lady soon so that the retiring secretary could break the new girl in on the intricacies of the office procedure.

Professor Roberts gave some thought to the qualifications that a new secretary should possess. Certainly she should be reasonably intelligent and personable. Age and maturity were rather important, because the individual would be meeting students over the counter all day long. Typing and shorthand ability had to be considered, because she would be taking dictation from department members, keeping important records, and typing stencils and dittoes. All this for approximately \$36 50 a week, less income tax, pension plan, and health insurance!

At lunch one day shortly thereafter, the Alumni Secretary, Mr. Rogers, mentioned that he had heard from a friend about an attractive and personable young lady who might be interested in the position. Her name was Miss June Borden, and she had graduated several months ago from a nearby business school. An appointment for an interview was made. Miss Borden appeared right on time, and she made an excellent impression. She was an attractive, willow blonde, exceptionally well-dressed. Her personality traits were excellent and she appeared anxious to get the position, even after Professor Roberts explained about the starting salary. It seemed that she was living with her parents and could afford to work for that amount of money. She was 19 years old, had graduated from high school the previous year, and had been continuing in the business school to improve her typing and shorthand. This last bit of information prompted Professor Roberts to forget about the idea of asking an applicant to take some shorthand and type out a letter. He thanked her for coming for the interview and promised to notify her shortly about the decision.

After talking over the appointment with the dean and the department members who had met Miss Borden, Professor Roberts called her and informed her that her application had been accepted. It was generally agreed that it was not possible to locate an older person for the salary offered, and also that it might be advisable to hire a younger person and train her gradually for the position.

Miss Borden made a sincere effort to master the position. The previous secretary had been moody, but Miss Borden possessed an even disposition and treated all in a friendly manner. Her predecessor had not handled telephone conversations very well. She insisted on calling out for staff members by their first names and sometimes she would say, "I don't know where Jack is right now; he never

tells me." Miss Borden, on the other hand, handled telephone conversations very efficiently. The former secretary had shown a great affinity for members of the opposite sex and would leap from her desk to the counter to greet the young men who dropped in at the office for information. Miss Borden was friendly, answered questions to the best of her ability, and returned to the work at hand. The other secretary had pounded over mistakes in her typing, but Miss Borden was very careful about erasures and took pride in neat letters.

It was this latter point, however, that caused a great deal of difficulty. Professor Roberts and the other staff members soon learned why Miss Borden had stayed for a few extra months at the business school. She and the English language had never become fully acquainted. This deficiency had not been apparent in her conversation, but it was obvious in her letters. One day in closing a letter to a close friend, Professor Roberts had devoted a few lines to describing a farm property that he had purchased recently. Later, when he started to sign the finished letter, he was startled to learn that he "had a lovely Greek running across the back of the property." Miss Borden's inadequate vocabulary and poor knowledge of English grammar was to prove an outstanding problem, although she was always willing to type letters over. However, letters going out from the department had to be read carefully, and they could never be sent over the secretary's signature. Presumably, it should be possible to hand a routine letter to a competent secretary and say, "Please answer this letter to Mr. Hensley and tell him that I can't attend this meeting."

Another annoying problem developed. Miss Borden was very careful about filing letters and their replies—in the wrong folder. Professor Roberts had hoped that Miss Borden would be able to help with his own personal file. In a short time, he took a day off to straighten out his own filing system and relieved Miss Borden from this extra duty.

A further problem arose in connection with the collection of small fees from students. One such item was the matter of collecting a dollar each year from major students to help defray the expense of the great variety of dittoed material which was given to them. Miss Borden left her desk drawers unlocked occasionally, and one morning noticed that twenty-eight dollars was missing.

Miss Borden was very accommodating to staff and students alike and students soon began to take advantage. Professor Roberts sometimes found her typing short term papers and other items for students. To help her avoid these favors it was suggested that she refer such requests to the department head. This problem had been relatively simple to solve but a similar problem was somewhat more difficult. One of the professors outlined his class lectures in great detail and continually asked Miss Borden to type out these notes. In a way this was department business in another way it wasn't. Professor Roberts who by nature of his administrative post made great demands on her time, was a bit fearful about discouraging this practice of the other professor, because he didn't wish to hurt his colleague's feelings. It did not seem part of the job of a departmental secretary, however, so he mentioned a number of times over a period of two years what a great help a knowledge of typing was to a teacher. The other professor agreed and said that he wished he knew how to type. Eventually, this teacher who was one of the top men on the staff, took a course in typing.

A bulletin board in an office can be an asset or a cluttered up affair that people rarely look at. Professor Roberts tried to keep it organized and suggested that Miss Borden accept this as one of her responsibilities. Quite a large board was obtained but even this was not large enough to hold all the items. Unfortunately, there was no additional wall space available for a second board. An effort was made to categorize the areas of the board according to positions available, timetables of the various years of the major program the required program, certain intramural fixtures, daily notices regarding class changes etc. current newspaper and magazine clippings and newly published books. From time to time the department head made an effort to tidy it up. Miss Borden would occasionally agree that it "had become a mess again" and leave it at that.

The closing of the office during the lunch period caused a slight problem. Professor Roberts felt that the office should be locked when Miss Borden went to lunch. Unfortunately, the door at the far end of the office where the athletic director had his office, would be open at times and locked at others depending on the presence of the director. Miss Borden put up a small notice on the office door at the physical education end which stated that office hours were from 9-12 A.M. and from 1-5 P.M. Thus people would understand

if the door were locked from 12 to 1. This was satisfactory, except that Miss Borden did not always find it convenient to eat from twelve to one. The cafeteria was crowded at noon; at other times she asked if she might start her lunch hour a bit late in order to keep an appointment downtown.

Coffee breaks began at 10 A.M. sharp. All the secretaries went over to the cafeteria, roughly a quarter of a mile away. What started out to be a ten-minute break had a way of lengthening into half an hour. About three o'clock in the afternoon, this practice was repeated. As a result, the switchboard operators often found it difficult to get an answer.

Fortunately, Miss Borden felt that most of the students were quite juvenile and did not have dates with any of them. The previous secretary had found many students interesting and would show her likes or dislikes, depending on whether a minor courtship was developing or had just been broken.

From time to time, other secretaries resigned from other departments in Bartram Hall and were replaced. Miss Borden soon realized that new girls were starting at the same salary level as she, even though she had received small raises each year. Professor Roberts asked the Dean about this. He was told that the cost of living had been rising steadily, and it was necessary to pay more to obtain employees. The fact that Miss Borden's seniority was involved to a degree did not seem to disturb him. Another disconcerting element was that Miss Brown, the secretary for Intercollegiate Athletics, was making at least one thousand dollars more than any other secretary in the building. However, she had been working there for ten years.

Secretaries received one week of vacation for each year of service up to a maximum of three weeks. Miss Borden preferred to split her vacation in various ways, and she always asked about this well in advance and was careful to ask if this arrangement would cause any hardship. As there was no summer school in physical education, these "split" vacations did not create a problem in themselves. However, the Dean felt that much of the physical education department's correspondence was unnecessary in the summer, and on several occasions asked to borrow Miss Borden for other duties during the summer period. These absences, combined with Miss Borden's "split" vacations, occasionally caused some hardship to Professor Roberts.

Car parking was a perennial problem. Although adequate space was provided behind the building, the athletic director insisted on parking in front of Bartram Hall near his office. Other staff members resented this and gave the parking attendant a great deal of difficulty. Tickets were issued, but the rules could not be well enforced because the university property was private. Miss Borden began to park her car out front on every occasion when the attendant might be in some other area on the campus. It was difficult to chastise her, since other people were also flouting the regulations.

The physical education department purchased a ditto machine, and soon the other departments in the building started to use the machine as their own. Although they provided their own materials, repairs were paid for by physical education.

The secretary in athletics often complained that she was too busy to work for various department members in intercollegiate athletics. Some thought that she wasn't that busy and just didn't wish to be bothered. These requests for help then came to Miss Borden, who did her best to keep up with them. At times her day became rather hectic, especially preceding athletic weekends in winter season.

A file of Alexander Bibliography Cards was kept in the physical education office, so that major students could check to see if certain books needed for reference were available in the main library. Many books not available there had been purchased by individual staff members, who lent them to students on occasion. A system was devised whereby students could sign out for these books through Miss Borden. This system worked fairly well, until students became lazy and borrowed from staff members books that were actually in the main library. At the end of the academic year, Professor Roberts noticed that eleven books were missing from his personal library. Miss Borden had no record of them. A similar system whereby films and other audio-visual aids were lent to high school teachers and coaches was misused occasionally when staff members borrowed these items and did not make notations in the book provided. When Miss Borden was not in the office, certain staff members would lend films and forget to notify her.

In a physical education office, decorum is often a delicate matter. Students should feel that the office is a friendly place and that they are welcome, but the office is primarily a place of business. It was often necessary for Professor Roberts to come out of his own office

8. What arrangement should have been made for the lunch period, when the office was left unstaffed?
9. What policy should be set about coffee breaks?
10. Should employees be allowed to have dates with students?
11. What do you think of a situation in which new employees receive the same salaries as older staff members?
12. Should employees be allowed to take their vacations one week at a time?
13. Should Professor Roberts have insisted that Miss Borden comply with parking regulations?
14. What should have been done about the other secretary who refused, in a sense, to do work that was rightfully hers?
15. Should a formal system have been devised whereby books and films were made available for loan?
16. How do you keep a physical education office from becoming a place for between-class social gatherings?
17. Should students ever call staff members by their first names?
18. Should Professor Roberts have forced the issue with the Dean about a raise for Miss Borden?
19. Should Professor Roberts have refused to give Miss Borden any advice about her acceptance of the new position?
20. If he advised her, what should he have recommended?

5 Baldwin University

REQUIRED PHYSICAL EDUCATION (As reported by Dr Scott)

After the Second World War Baldwin University a small semi private university retained a two year requirement in physical education for men and women students Dr Johnson (M D Ph D) age 42 was chosen as the new President Because of his experience as a college athlete he showed a great interest in all of the affairs of the Department of Physical Education

Upon the retirement of the Director of Physical Education Mr Jonas (age 38 no college degree) was appointed Director of Athletics This was a newly created position as intercollegiate athletics were previously under the Dept of Physical Education Upon the recommendation of the retiring Director Mr Robins (age 36 M.A) was appointed head of the Department of Physical Education Mr Robins had just completed a successful military career as an army officer where he had administered a large program

At this time there were no indoor physical education facilities on the campus The students used the local high schools and the Y M C A A beautiful new physical education building was planned for readiness in two years

A general meeting was called by the president to discuss the physical education requirement At this meeting it was suggested by the president that a requirement in physical education at the college level was unwise There was a great deal of discussion about the subject Miss Harcourt (age 36) the Director of Women's Physical Education was very upset by the stand that the president took Soon after she resigned in protest because she considered him to be a "most unreasonable man" To explain her action she wrote a strong letter and sent carbon copies to various influential people connected with the university including the Board of Trustees It was ru

mored that Mr. Robins had helped her to compose this letter, although this was never proved. Miss Harcourt, because of her outstanding war record and many connections, soon located a top position in her field and has been very successful.

About this time, certain frictions were developing between Mr. Jonas, the football coach and director of athletics, and Mr. Robins. It became generally known around campus that Mr. Jonas and President Johnson were quite friendly both on and off the campus. It also became apparent that Mr. Robins and Dr. Johnson were not in agreement on a number of matters concerning the work of the Department of Physical Education. Their personalities seemed to clash. As a result, the Department could not operate at any degree of efficiency or effectiveness.

One of the staff members, Mr. Lawrence (B S., age 23), was completing graduate study elsewhere. He was to return to Baldwin to take a post on the physical education staff, where he would teach physical education classes and assist in the coaching of football. At the suggestion of Mr. Jonas and Dr. Johnson, Mr. Lawrence found a person who would soon be qualified to take over the position of Director of Physical Education.

Mr. Scott (M.A., age 28) was offered a position as assistant professor with the understanding that he would soon be made a full professor and department head. Realizing that this situation looked promising for the future, Mr. Scott sought advice from one of his professors in graduate school. He was advised to ask Baldwin to hold the post open for a year. His professor reasoned that he would have his doctorate completed by that time and that the problem with Mr. Robins might be resolved. This suggestion was received favorably and Mr. Scott accepted the appointment to begin in July of the year that the new building was completed.

Upon Dr. Scott's arrival, Mr. Robins was still on the job. While at summer school, Mr. Robins had learned second-hand that Dr. Scott was to take his place from Dr. X, a graduate professor under whom they had both studied and in whom Scott had confided. There was considerable strain in the relationship between the two, although they treated each other fairly and developed a satisfactory working relationship. Because Scott served as an assistant football coach under Jonas, it must be admitted that Mr. Robins played a "lone hand" during that year.

In January, Dr Scott wrote the following letter to President Johnson
Jan 25, 19—

Dear Dr Johnson,

I want to thank you for the time that you have spent discussing my situation and our department during the past few months. This past weekend, Mrs Scott and I did practically nothing else but try to clarify our thinking about my position at Baldwin. When I learned that I wouldn't be able to see you until possibly Thursday or Friday, I decided to write you this note. I hope you will understand my reason for writing instead of waiting to talk the entire matter over with you personally. I sincerely hope that you will be kind enough to take the matter up from this point and correct anything which you think I have misstated.

I would like to say that the key factor in my decision to come to Baldwin was the telephone conversation which we had after I had called George (Jonas) about the other opportunity. At that time I understood you to say that if I came you would give me a full professorship. You stated also that I could be looking for someone to take Mr Robins' place by this June.

Knowing that he would not be here after one year, I have made every effort to keep the entire situation peaceful. I'm sure that you realize what a problem this has been. The entire situation is one which cannot by the farthest stretch of the imagination be called professional. There are many problems which have come up that I never dreamed of even after I had been here several months. I believe that I can help enormously a condition which, at the moment, can be described only as sad.

Again in December, when you confirmed my earlier understanding about Mr Robins, I continued to try to win friends for both departments knowing that moving to a new building with a more harmonious "regime" would help to soothe troubled waters. With many of the important matters coming up for next year, and Mr Robins not giving the slightest indication of leaving and your avoidance of the matter in our last talk, I cannot help wondering if he will be gone.

If I do not succeed to this promised position, it is obvious that I have made a very grave mistake in coming to Baldwin. Giving up my previous position was a difficult decision to make, but I was confident that it was the right move. To date I have been completely happy about the move, confident that the promised position would materialize. I am very enthusiastic about the unusual opportunity for service to my field here.

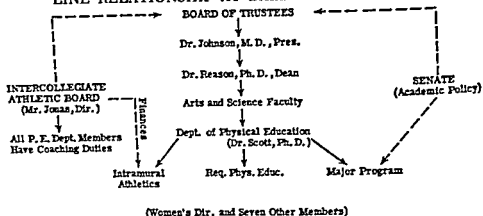
I would appreciate it very much if you would clarify this matter for me, so that I can put my mind at ease. If we are to obtain further qualified help, we must start now. I sincerely hope that I will have the opportunity to be of service to Baldwin in a way that I feel qualified to do.

Cordially yours

Roger J Scott

In early February, certain pressures were brought to bear on Mr. Robins to encourage him to resign. It was rumored that he was guilty of some personal misconduct, but this was never brought out into the open. About this time the new physical education building was finally completed. In April, Mr. Robins resigned and Dr. Scott was appointed in his place. Dr. Scott and the rest of the staff (including Mr. Robins) moved into the new building. Mr. Robins was retained at full pay for six additional months to complete some research that he had started.

LINE RELATIONSHIP AT BALDWIN UNIVERSITY



Dr. Johnson discussed his plan to reduce the physical education requirement to one year with Dr. Scott, who agreed that this amount of time for physical education should be sufficient at the university level. After getting the approval of other staff members, Dr. Scott recommended the one-year plan to the Faculty of Arts and Science. It was approved by the Senate.

Because the physical education staff felt that physical education was a very important subject for freshmen, a great deal of time was spent in planning for the program to be inaugurated. The staff decided that students could gain exemption from the various six-week sessions by passing proficiency tests in swimming, body mechanics and fitness, combatives (wrestling) for men, dance for the women, and leisure skills. The program appeared to be accepted as satisfactory. All staff members (including Dr. Scott) taught at least one section of this course. Students continued physical education activities in increasing numbers in their leisure during their remaining years at the University.

A physical education major program had been instituted at Baldwin two and one half years before the new building opened. Seven years later it had the largest enrollment of any major program in the Arts and Science Division. With an increasing enrollment on the campus a need arose for more physical education staff members with a joint responsibility between the Department of Physical Education and the Department of Athletics. The budget of both departments continued to grow, as both programs expanded. Funds to operate the department of Physical Education were provided completely by regular instructional funds. Athletics were supported by student fees, gate receipts, and some university money. When there was a deficit, the Board of Trustees had to vote an extra appropriation. During this period, television began to make inroads on the gate receipts from football, a matter which caused great concern to the administration and some members of the Board of Trustees. Many rumors began to go around that certain athletes were receiving "under the-table" help from Mr. Jonas, the athletic director. This rumor appeared to cause great embarrassment to the administration. Dr. Johnson told a member of the physical education staff one day that Mr. Jonas was to be asked to resign on the following day. This "resignation" did not take place, however, as Mr. Jonas threatened to call a press conference and bring to light from just what sources money had been obtained.

Four years after Scott's arrival, the Dean of Arts and Science became ill and retired suddenly. Dr. Reason (Ph.D. in English, age 48) was appointed in his place. Dr. Reason had been the commanding officer of the ROTC Unit at Baldwin during World War II. He voiced opposition to the idea of any physical education requirement at the university level. His predecessor had generally discussed departmental budgets with department heads before the budgets were finally approved by the Advisory Committee composed of the President, the Vice President, the Business Officer, and the Dean. Last year, department heads had voiced considerable opposition to salary recommendations in general, which led to the abandonment of such discussions when Dr. Reason assumed office. This decision was evidently made by the Advisory Committee. A number of department heads expressed dissatisfaction with the decision. At this time, Dr. Scott composed the following letter to Dr. Reason, but for reasons of diplomacy it had not been sent.

Dear Dr. Reason:

Thank you very much for your letter containing information about our budget for next year. I know that all members of the department will be pleased to learn about their salary increases. We have appreciated the fact that for the past few years annual increments have been possible.

I know how many meetings you must have during the course of the academic year. Because time was so short, I presume that you didn't have time to go over the budgets with us before they went to the Board. I thought this was a very fine practice. I would appreciate this opportunity in the future, if you deem it advisable and feasible.

I do sincerely appreciate the increase which I have been given. I am sorry, however, that it was not possible to follow the 15% recommendation suggested by the Faculty Council [a group of all department heads formed to give them an avenue of approach to the President]. I mention this only because I feel that the differential between senior and junior staff members is not large enough. I do appreciate how difficult these matters must be.

Thank you again for this information. I sincerely hope that our department may continue to develop because of your increased support.

Cordially yours,

Roger J. Scott

The Faculty Council, a group ultimately responsible to the Faculty of the Arts and Science Division, had met only once or twice about inconsequential matters. It met at the call of the Dean and was not convened in the second and third years of Reason's term of office.

During the spring just after his appointment, Dr. Reason had said to Dr. Scott in a private meeting, "We don't like empire builders around here." On another occasion two years later, Dr. Reason had told his secretary, "It isn't that I dislike Dr. Scott, it's just that I don't like the place of his subject in the curriculum."

At this time, the Women's Director of Physical Education and Athletics resigned for a variety of reasons. She was not happy with the situation in general. She got terribly annoyed several times at meetings of the Athletic Board, when Dr. Johnson appeared to be guiding the thinking of this group composed of students, faculty members, alumni, administration members, and some members of the Board of Trustees. Because one of her parents was seriously ill, she wished to be nearer her home. Her letter of resignation read as follows:

Dear Dr Reason

Please accept my resignation from the Department of Physical Education and from Athletics as of June 30 1953

Before leaving Baldwin I should like to say that the working relationship with Dr Scott has been entirely satisfactory He realizes that the staff has opinions ideas and ideals and gives them ample opportunity to express explain and justify them He does his best to implement suggestions approved by the staff as a whole

A sincere interest in the students and the course is of primary concern and I think the attitudes and atmosphere within the Department of Physical Education are good

Yours sincerely

Women's Director

Shortly before this the following telephone conversation occurred between Dean Reason and Dr Scott

"Roger this is John"

"Yes Dr Reason how are you?"

"I'm very busy Roger but there are two matters which I must call to your attention The first has to do with a report from Mr X [the Business Officer] that young men are wandering around with their navels exposed when they go from the locker room to the special exercise room Because our business offices are located on the lower floor of the physical education building [temporarily] this has been embarrassing to some of the ladies in the office"

"I will speak to the locker room supervisor right away Dr Reason to see if the men can be checked at the locker room door before leaving"

"The second matter has to do with one of your women staff members who was seen in her gymnasium costume holding hands with a young man in the hall President Johnson reported this to me and it has got to be stopped"

"I think I can explain this Dr Reason, she became engaged recently to a graduate student I will speak to her about this"

"It's not only the holding of hands that bothers me but these gymnasium costumes that the women are wearing are not appropriate outside of the gymnasium proper"

"I'll discuss this with the staff and give them your thinking on the matter I'll feel sure they'll

"This is not a matter to discuss with them The commanding officer [President Johnson] has spoken and it's our duty to obey"

"Dr Reason I have never been in the army I'm not in the army now and I don't believe I'll ever join the armed forces"

"Call my secretary and make an appointment to see me tomorrow morning" (Dr Reason hung up)

Dr. Scott made the appointment for 11:00 A.M. the next morning and called a staff meeting for 10:30 A.M. A quick agreement was reached as to the approach to take in these two matters. To Dr. Scott's surprise, Dean Reason was very amiable. He congratulated Dr. Scott for causing him to lose his temper and hang up the phone. Dr. Scott said the staff was agreed on both matters and that staff members would do their best to prevent the occurrence of similar incidents.

During this spring, the Faculty appointed a committee to consider the work load of freshmen at the university. Dr. Scott was called in to explain the physical education program. Prior to the meeting, the physical education staff, in considering the best approach, had decided to submit a list of objectives for the required program, as well as a summary of the time length of the requirement at other universities in the state. The following is the list of objectives for the required program, which had been revised each year:

OBJECTIVES OF PHYSICAL EDUCATION 10 (Revised)

1. To develop physical recreational competence and to provide enjoyment.
 - a. Achieved by instruction and participation in leisure carry-over recreational activities such as golf, tennis, squash rackets, badminton, volleyball, etc.
2. To develop an understanding of, and interest in, the attainment of physical fitness.
 - a. Achieved by the following program activities:
 1. Correction of remediable defects under supervision of physician.
 2. Activities of a vigorous nature to bring the physically "illiterate" individual to a state of reasonable strength and motor ability.
 3. Wrestling is included as an activity under this heading to increase strength and agility as well as to enable the individual to defend himself.
3. To develop the ability to swim (a physical recreational skill).
 - a. Achieved by an instructional class twice a week until individual learns to pass beginner's test. It is felt that an individual should be able to save himself and possibly someone else in an emergency.
4. To develop desirable attitudes toward the field of physical, health, and recreation education and to foster an understanding and appreciation of its place in later life.

- a Achieved by health lectures, healthful school environment and an adequately planned activity program which stresses the various benefits to be derived
 - 5 To foster the development of a desirable personality (cooperation, leadership, integrity, etc) and to promote social efficiency
 - a Achieved by participation in team dual, and individual sports
-

At the meeting the matter was discussed fully and no recommendation was made to abolish the requirement. One member of the committee remarked to Dr. Scott as the meeting was breaking up that it was difficult to argue his department down on a point because it was always so well prepared. The chairman of the committee, a personal friend of Dr. Scott, told him later that some of the committee members were against the idea of a requirement, but that the committee as a whole decided that required physical education was at least as important as several other service courses demanded of freshmen.

The next spring, Dr. Scott gave an address on "administrative problem areas in physical education" at the state education convention. As the talk was to a group of physical education people, he asked several staff members to read it over first. They thought it was quite good and that it covered the problem areas thoroughly. When presented at the convention, the address was well received, but there was no further mention of it at the evening banquet.

The press, however, seized on certain statements out of some of the problem areas discussed. These points made headlines across the country. The newspaper in Dr. Scott's city, where the university was located, stressed his criticism of the state director's (of education) policy which removed gymnasiums from a list of essential equipment for high schools. It was an election year, the newspapers in the convention city headlined on the first page Dr. Scott's point concerning under-the-table aid to athletes. The next day, the home newspaper highlighted the talk again, this time stressing the point that aid to athletes should not be "underhanded" but should be based on all round ability and need. It evidently appeared to Dean Reason and others that Dr. Scott had given an address different from the one he had shown to some staff members, because the Dean sent the following telegram:

PLEASE BE DISCREET IN YOUR PUBLIC UTTERANCES AND
SEE ME MONDAY MORNING AT NINE

Dr Scott made the appointment for 11 00 A M the next morning and called a staff meeting for 10 30 A M A quick agreement was reached as to the approach to take in these two matters To Dr Scott's surprise, Dean Reason was very amiable He congratulated Dr Scott for causing him to lose his temper and hang up the phone Dr Scott said the staff was agreed on both matters and that staff members would do their best to prevent the occurrence of similar incidents

During this spring, the Faculty appointed a committee to consider the work load of freshmen at the university Dr Scott was called in to explain the physical education program Prior to the meeting, the physical education staff, in considering the best approach, had decided to submit a list of objectives for the required program, as well as a summary of the time length of the requirement at other universities in the state The following is the list of objectives for the required program, which had been revised each year

OBJECTIVES OF PHYSICAL EDUCATION 10 (Revised)

- 1 To develop physical recreational competence and to provide enjoyment
 - a Achieved by instruction and participation in leisure carry-over recreational activities such as golf, tennis, squash rackets, bad minton, volleyball, etc
- 2 To develop an understanding of, and interest in, the attainment of physical fitness
 - a Achieved by the following program activities
 - 1 Correction of remediable defects under supervision of physician
 - 2 Activities of a vigorous nature to bring the physically "illiterate" individual to a state of reasonable strength and motor ability
 - 3 Wrestling is included as an activity under this heading to increase strength and agility as well as to enable the individual to defend himself
- 3 To develop the ability to swim (a physical recreational skill)
 - a Achieved by an instructional class twice a week until individual learns to pass beginner's test It is felt that an individual should be able to save himself and possibly someone else in an emergency
- 4 To develop desirable attitudes toward the field of physical, health, and recreation education and to foster an understanding and appreciation of its place in later life

- a Achieved by health lectures, healthful school environment and an adequately planned activity program which stresses the various benefits to be derived
 - 5 To foster the development of a desirable personality (cooperation, leadership integrity, etc) and to promote social efficiency
 - a Achieved by participation in team, dual, and individual sports
-

At the meeting the matter was discussed fully and no recommendation was made to abolish the requirement. One member of the committee remarked to Dr. Scott as the meeting was breaking up that it was difficult to argue his department down on a point because it was always so well prepared. The chairman of the committee, a personal friend of Dr. Scott, told him later that some of the committee members were against the idea of a requirement, but that the committee as a whole decided that required physical education was at least as important as several other service courses demanded of freshmen.

The next spring, Dr. Scott gave an address on "administrative problem areas in physical education" at the state education convention. As the talk was to a group of physical education people, he asked several staff members to read it over first. They thought it was quite good and that it covered the problem areas thoroughly. When presented at the convention, the address was well received, but there was no further mention of it at the evening banquet.

The press, however, seized on certain statements out of some of the problem areas discussed. These points made headlines across the country. The newspaper in Dr. Scott's city, where the university was located, stressed his criticism of the state director's (of education) policy which removed gymnasiums from a list of essential equipment for high schools. It was an election year, the newspapers in the convention city headlined on the first page Dr. Scott's point concerning under-the-table aid to athletes. The next day, the home newspaper highlighted the talk again, this time stressing the point that aid to athletes should not be "underhanded" but should be based on all round ability and need. It evidently appeared to Dean Reason and others that Dr. Scott had given an address different from the one he had shown to some staff members, because the Dean sent the following telegram:

PLEASE BE DISCREET IN YOUR PUBLIC UTTERANCES AND
SEE ME MONDAY MORNING AT NINE

Because Dr. Scott received this telegram at a second convention being held a thousand miles away, he sent the following letter to Dr. Reason, air mail, special delivery:

April 12, 19—

Dear Dr. Reason,

After seeing the headline in the Daily Journal, I wondered whether it might be advisable to continue westward. I can well appreciate your concern about ill-chosen headlines.

I have asked the State Convention Committee to mail the original copy of my talk for your perusal. Before giving this paper, I asked three colleagues to read it carefully for criticism. No one felt that it wasn't well-organized and factual in every regard.

Naturally, we are very concerned with public relations in our field. Four high schools are planned in Parkhurst without gymnasias. In my opinion, this is a tragedy and we must speak out against it, if we would be true to our principles.

In like manner, our universities are faced continually with the problem of underhanded help to athletes. One of our students was offered five hundred dollars by a rival football coach to play for the other university next year. This must not continue.

My talk covered problems in our total field. There were fifteen general areas and these points were mentioned in passing under certain of these fifteen sub-headings. I'm sorry if it is considered wrong for me to state my principles on these matters to my associates.

Our National Association feels that we are usually talking and writing to each other, rather than to the public. It is recommended that we talk to the public at every opportunity. Quite inadvertently, I did just that. The headlines were unfortunate, but the thoughts expressed under those headlines should be the concern of all.

I hope this letter helps to clarify the situation.

Kindest personal regards.

Cordially yours,

Roger J. Scott

P.S. I am enclosing an extra copy of this letter for President Johnson, if you wish him to have one.

On Monday morning at 9:00 A.M., Dr. Scott appeared to discuss the matter of the newspapers' releases with Dr. Reason. The Dean appeared quite calm about the incident. He stated that he didn't see how Dr. Scott "could give so many public talks and write so many articles and still do his job." He stated further that he planned to recommend to the Faculty that the physical education major pro-

gram be reviewed by a group of the faculty members. He said that he planned to recommend to the Faculty that the physical education requirement be dropped. He emphasized several times that there was no connection between these two recommendations and the "unfortunate publicity."

President Johnson asked Dr. Scott to see him about the newspaper publicity. Very quietly, he explained to Dr. Scott that this publicity might well cost the University a further grant of \$160,000 from the State Department of Education. President Johnson had called the State Director personally to explain that this address did not represent the opinion of the University. Dr. Scott again expressed his regret for the unfortunate publicity. The further grant eventually came to the University.

Just before Dr. Scott had attended the two conventions he had written two letters to a local "Letters to the Editor" column answering sharp criticisms of physical education in the schools. The second letter appeared in the newspaper shortly after Dr. Scott's return. Dr. Scott received this letter from Dean Reason.

PERSONAL AND CONFIDENTIAL

April 20 19—

Dr. Roger J. Scott
Department of Physical Education

Dear Roger:

I have been informed that you are the author of several letters which have appeared in the local newspaper over the signature of "University Professor." Of these, the only one that I have seen is that which appeared last night (April 19). From the address and the internal evidence I assume that this information is correct.

I should like to point out that I strenuously object to the use of a university rank as the signature for what is a personal expression. I might as well admit that after our interview on Monday morning the appearance of this letter startled me as I didn't think that you were anxious to rush into print again. It may be of course that your letter was mailed to the editor before you started on your travels.

Yours sincerely,

(signed) John J. Reason, Dean

Dr. Scott called Dean Reason and explained that he had actually mailed the letter before he left for the convention. He stated that

he had asked the editor to leave out his name so that he might avoid personal publicity. He mentioned also that he would not write to the newspaper again.

From this time on, the Advisory Committee embarked upon a course of action designed to eliminate the physical education requirement. When a physical education staff member resigned, a replacement was not appointed even though recommendations were made.

In June, Dr. Rogers (a friend of Dr. Johnson), the University Health Service physician who had joined the staff six years earlier, wrote a letter to Dean Reason stating that he didn't think any freshman should be forced to take physical education. He expressed particular concern about the number of injuries which had occurred in wrestling, one of the required areas for men who could not demonstrate competency. This stand was prompted possibly by the fact that Dr. Rogers was hired for only three hours a day, five days a week, and did not have time to care for all the health problems. Dr. Rogers had gone directly to the Dean once before with the complaint that the supervisor of the men's required program was demanding written excuses for absences when the student was obviously unable to take part. The practice of written excuses had started several years before Dr. Rogers had assumed office. In his letter to the Dean, Dr. Rogers raised several other minor objections to the required program. The Department of Physical Education met after this letter was read by Dean Reason at a total faculty meeting, and later informed the Dean that it was ready to accede to all recommendations.

Despite this concession by the department, Dean Reason appeared determined to eliminate required physical education and asked the faculty to refer the matter to its Educational Policy Committee. Meetings were to be held during the summer months, and Dr. Scott was invited to attend one of these sessions. Almost all of the faculty members at this meeting appeared to have no strong convictions on the problem. A number of these people were personal friends of Dr. Scott and made a point to tell him privately that they favored the one-year physical education requirement, with possible exemption from certain areas upon demonstration of proven competency. Dr. Reason seemed to be "spearheading" the idea of abolition at the meeting which Dr. Scott attended. Dr. Scott suggested that he would

like to outline the case for retention of the present arrangement. He said he felt that he should then withdraw so that the matter might be discussed freely. As he was not a member of the committee, this suggestion was accepted.

After a number of meetings during the summer at which many of the members were often not present Dr Reason informed Dr Scott that the committee would recommend to the faculty in the fall that physical education should be elective except for non swimmers and serious corrective cases needing remedial exercise. He suggested further that the elective program should be instituted immediately to solve the staff shortage problem for the fall. In view of the fact that no additional staff was to be made available, Dr Scott concurred that this would be the better approach until the Faculty and Senate could decide. A few days later Dr Scott sent the following letter to all his staff members.

August 5, 19—

Dear _____

Dr Reason called to my attention the other day that the Educational Policy Committee is recommending to the Faculty that Physical Education 10 be an elective subject henceforth with the exception that non swimmers should receive instruction, and that those requiring remedial corrective work should receive help if possible as recommended by Dr Rogers and Dr Mason [a specialist in Physical Medicine]. It was stressed further that students should be encouraged to participate in leisure skills on a voluntary basis.

Naturally, this will change our entire approach to this work and I guess we will have to decide as soon as possible after Labor Day just what we are going to do, and how much manpower it will take. The Advisory Committee has re-affirmed its decision not to replace Mr Y [the staff member who had resigned to take another position]. This leaves us $2\frac{1}{2}$ staff members short according to last year's work load. We will still have to offer beginning swimming at each hour left free for such election by Dr Reason. We could probably offer one other leisure skill at that hour.

I had suggested that Mr Z (another staff member who had resigned in 1954 to take up medicine) might be approached to administer Intramural Athletics for men during the next few years but I think that the Advisory Committee feels that we should be able to handle this within the department. At any rate, we should know early in September what work load seems to be required. We can make any further recommendations at that time.

Dean Reason has suggested that we inaugurate the elective program immediately to help solve the staff shortage problem. He feels that the recommendation of the Educational Policy Committee will be approved by the Faculty, and subsequently the Senate.

Dr. Reason is still anxious to have our major program reviewed. The feeling exists that we are working our students too hard in the laboratory phase of the curriculum.

I wish you would think about some of these matters. I'll be looking forward to seeing you in the early fall.

Kindest personal regards.

As ever,

Roger

All staff members of the Department of Physical Education were present at the fall faculty meeting where the recommendation of the Educational Policy Committee were presented by its chairman. The chairman was asked to give some reasons for the recommendation. He didn't appear able to do this and called for support from the other members of the committee. No one gave him much help and Dean Reason had to speak for the committee. The Faculty then discussed the matter at considerable length. When it appeared that the recommendation would surely be defeated, a member of the committee moved that the matter be laid over to the next meeting of the Faculty. This motion passed.

At the next meeting of the Faculty, the chairman of the committee presented the case much more forcibly. Someone suggested that there appeared to be great haste to "push this matter through" the Faculty. Dr. Scott read a statement made by President Johnson several years before, challenging the field of physical education "to take its rightful place in general education, or else be cast aside as a branch in a swiftly flowing stream rounding a bend." Again there was considerable discussion of the matter. A science professor mentioned that he thought the committee had made an excellent point when it recommended that freshmen needing remedial work be required to take corrective exercise. Dr. Scott pointed out that not one freshman had been recommended this fall by the University Health Service for such rehabilitative work,¹ although Dr. Rogers had known that this recommendation was supposed to take effect a

¹ During the next week, Dr. Rogers called the Women's Director and blamed his secretary for forgetting to send the list of women's remedial cases to her. No list for the men was ever sent.

month ago at the time when all university students received thorough medical examinations. After more discussion, Dr. Reason put the motion of the committee to a vote. Upon a show of hands he stated that, since the voting was quite evenly divided, those voting should stand and be counted. The motion was defeated by one vote.

Matters appeared to quiet down. Dr. Scott was called in by Dean Reason to discuss certain questions. In a friendly atmosphere, Dr. Reason pointed out that he felt that Dr. Scott had, to all intents and purposes, called him a liar at the Faculty meeting when he disagreed with Dr. Reason's explanation about the necessity for temporarily inaugurating an "elective program" for this year only because of a staff shortage. Dr. Scott denied this and stated that he had said that Dean Reason "had unwittingly misinterpreted the facts a bit." The point was dropped. No guarantee was given by Dean Reason that there would be sufficient staff for the required program in the next year.

Several months later the rumor spread around the campus that Dr. Scott was considering an offer to take a responsible position at a nearby larger university.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Might it be expected that President Johnson, a medical doctor, would have certain feelings about a program of required physical education including the opportunity for remedial corrective work?
2. Would President Johnson's previous experience as an athlete influence his thinking about required physical education?
3. Why do you suppose that two separate departments were created upon the retirement of the original Director of Physical Education?
4. What do you think of Miss Harcourt's action in writing a "strong letter" after resigning? Do you attach any significance to the fact that Miss Harcourt located a comparable position soon after, which she has held for ten years?
5. What is your reaction to the reported "friendliness" of Mr. Janas and President Johnson? Why do you suppose Mr. Robins had difficulty getting along with both Mr. Janas and President Johnson?
6. What do you think of the method whereby Mr. Robin's successor was located?
7. Do you think it was wise to have Mr. Robins and Dr. Scott on the same staff at the same time?

8. What insight into the situation does Dr. Scott's letter to President Johnson give you?
9. What implications come to mind when it is realized that Dr. Scott served for two years as asst. football coach under Mr. Jonas?
10. Why do you suppose that Mr. Robins left without "writing a letter" or giving his story to the newspapers?
11. Why do you think that Mr. Robins was allowed to stay on for six months to complete his research?
12. What do you think of the physical education staff's plan for a required program allowing exemption for proven proficiency in the various areas?
13. Do you attach any significance to the inauguration of a major program in physical education after President Johnson assumed his post?
14. Why do you suppose that the plan to force Mr. Jonas to "resign" did not materialize?
15. Do you attach any significance to the letter that Dr. Scott wrote on April 24th to Dean Reason, but did not send? Do you believe that Dean Reason was responsible for the deviation from the previous policy of allowing department heads to see their budgets again after the Advisory Committee had made its recommendations?
16. What significance do you attach to the fact that the Faculty Council had not met for two and a half years?
17. Why do you suppose that Dean Reason made the statement about "empire builders" to Dr. Scott so soon after taking office?
18. What might be gleaned from the letter of resignation written by the Women's Director on May 17th?
19. What do you make of the telephone conversation between Dean Reason and Dr. Scott? What do you think of Dean Reason for more or less apologizing the next day?
20. Why do you imagine that the Faculty had not decided to abolish the physical education requirement sooner?
21. How do you suppose that Dr. Scott learned about Dean Reason's remark to his secretary that "he didn't dislike Scott, just the place of his subject in the curriculum"? Do you believe Dean Reason?
22. What do you think of the "Objectives of Physical Education," as revised?
23. Do you think there was any connection with the decision of the administration to re-open the matter of required physical education after Dr. Scott's convention talk?
24. What do you think of the telegram? Of Dr. Scott's reply?
25. Do you think that Dean Reason felt that Dr. Scott wasn't carrying out his campus duties satisfactorily when he made the remark that Dr. Scott should write and talk less for public consumption?

- 26 Why do you think that Dr Rogers, the University physician, wrote the letter to Dean Reason without discussing the matter first with Dr Scott?
- 27 Do you think the department was right in acceding to all the suggestions made by Dr Rogers?
- 28 What significance do you attach to the fact that the meetings of the Educational Policy Committee were held during the summer? To the fact that Dean Reason appeared to be guiding the discussion when Dr Scott was present? To the fact that the chairman of the committee appeared unable at first to defend the recommendation?
- 29 Why do you think the Faculty voted to retain the requirement? Do you think that Dr Scott's quotation from the President swayed them in their thinking?
- 30 Do you feel anything significant is indicated by the fact that nine physical education department members (not all included in the case narration) had resigned?
- 31 Why do you suppose that Dr Rogers, the University physician, had sent no list of students needing remedial corrective exercise to the department until after this matter had come up in the faculty meeting?
- 32 What do you think of Dr Scott's answer to Dean Reason when the Dean said that he felt he was being called a liar?
- 33 Do you think Dr Scott should resign his position?

6. Oakwood High School (A)

INTER-DEPARTMENTAL CO-OPERATION (As reported by the athletic director)

As in most large high schools, the administration at Oakwood is organized with the principal at the head of a line relationship pattern. The various departments are supervised by department heads, who are responsible for the administration and supervision of matters pertaining to their own departments, subject to the principal's approval on all matters affecting total school policy. Most departments are able to work in a co-operative and yet independent manner, insofar as the curricular activities are concerned. When it comes to the matter of those activities traditionally conceived as extra-curricular, difficulties quite often arise over the use of facilities and personnel.

No matter how large or small the school may be, there seems to be a certain "core" (not clique) of students upon whom the success of these extra-curricular activities depends. Teachers look to these people (the "doers") as their source of personnel.

The varsity basketball team at Oakwood High was potentially the strongest in many years. Many felt that Oakwood stood a good chance to win the state championship. Pre-season training and practice schedules were arranged with this end in view. Two trips to pre-season tournaments were scheduled by the coach and the athletic director. The athletic director, Mr. Carlson, agreed with Mr. Leonard, the coach, that this tournament experience against good competition would pay off in later season results. When Mr. Leonard asked Mr. Carlson if the team might have new "dress" warm-up suits to build morale, Mr. Carlson agreed and arranged for their purchase.

The major project of Oakwood's music department each year is the production of a "Varsity Show," which includes a wide variety of acts ranging from slap stick and drama to fine musical numbers, all involving groups of various sizes. This project was organized by Miss Smythe, the head of the music department. It is looked upon as

the "school effort" of the year, a project in which all departments must co-operate to assure success.

One of the acts in the show which is always a "howling success" is a boys' kick-line. Although this number falls in the slapstick category, the boys usually put a lot of effort into it. They become quite adept at the various steps and the audience seems to appreciate their skill as well as the comedy of the situation. Roger Jackson and Jim Blake, two of the outstanding performers on the basketball team, were chosen by Miss Smythe for the line. They were both tall and their long "skinny" legs and fine co-ordination made them naturals for this act. Roger and Jim were flattered by their selection, as it gave them a different type of opportunity to earn the praise of their school friends. Mr. Carlson, the athletic director, was pleased about their selection, also. He reasoned that it gave some tangible evidence of the right type of co-operation between the athletic department and the music department.

Mr. Leonard, the team coach, took a different point of view. He could see that the necessary rehearsals were going to conflict with his practice sessions. The late hours that the players would have to keep on the three nights of the performances would interfere with the training routine that he had planned for the team. To make matters worse, the Varsity Show was scheduled to take place just one week before the regional tournament.

Actually, the regular basketball schedule was arranged so that it would be completed two weeks prior to the regional tournament. The coach had figured that this would leave sufficient time to rest injuries, to recover from "staleness," and to drill on certain details of team play for the tournament. He had also made tentative arrangements to take his team to a neighboring city for a preparatory game as a final tune-up for the tournament. As it happened, this tune-up game was planned for the same week as the Varsity Show.

A third member of the basketball team, Ray Saunders, was an accomplished piano player. Earlier, Miss Smythe had asked him to accompany the boys' chorus in one of the acts. Because he was on the second team, Mr. Leonard had told Ray that he was free to take part if he was interested. When Ray had participated in the last year's show, a number of the other boys had kidded him and behind his back referred to him as a "sissy" and a "mamma's boy." He was sensitive to this criticism and had asked to be excused from the show.

He said that he feared his position on the team would be jeopardized by missing practices to rehearse for the show. To Miss Smythe, it became apparent that this was another non-co-operative gesture by the athletic department. She decided that matters had gone far enough and she spoke to Mr. Regan, principal of Oakwood High. She wanted support for her viewpoint. Mr. Regan decided to call a meeting of all the teachers concerned to discuss the problem.

Mr. Carlson asked Mr. Leonard to come to his office to talk over the matter before the general meeting. He hoped that they could reach an agreement between themselves.

Mr. Leonard had considered the problem very carefully. He reasoned that there were many other boys in the school who could perform as well in the kick-line as his star basketball players. Why not use some of the football players not engaged in a winter activity? If his basketball players didn't get involved in the show, his practice schedule could go on uninterrupted, as well as his pre-tournament game. Mr. Leonard did not think that any great value was attached to the "co-operative" view, although he had made a concession by offering the services of Ray Saunders, a player from the second team. In conclusion, he reasoned that he would be indirectly helping the show by playing his tune-up game in a neighboring city, leaving the student body free to attend the performance of the show that night.

Mr. Carlson, as athletic director, was quite concerned about this matter of co-operation with other departments. He felt that keeping the basketball players out of the Varsity Show would tend to split the school into factions and work to the detriment of all. He reasoned that no department is strong enough to stand by itself. He stated that Mr. Leonard's attitude would put the athletic department in a bad light, perhaps even in the minds of the athletes.

Mr. Carlson added that although he was anxious to see the team do well in the forthcoming tournaments, he feared Mr. Leonard's approach would make the team members seem a group of "pampered darlings" with special privileges.

Finally, however, Mr. Carlson agreed to back the coach on all but one point—the playing of the tune-up game the same night as one of the performances. To him, this was an open display of indifference to a total school project.

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 How far should co-operation go between departments in a high school?
- 2 How far should the interests or the desires of Roger and Jim be allowed to enter into the final decision?
- 3 Should anyone tell Miss Smythe the real reason why Ray didn't want to take part this year? If so, who?
- 4 What do you think of Miss Smythe's action in going to the Principal, Mr. Regan?
- 5 What do you think of Mr. Leonard's stand in his preliminary meeting with Mr. Carlson, the Athletic Director?
- 6 Is Mr. Carlson being disloyal to Mr. Leonard if he refuses to back him in the general meeting on any or all points?
- 7 Should either Mr. Leonard or Mr. Carlson speak to Miss Smythe before the general meeting?
- 8 Should Mr. Leonard present his arguments to Mr. Regan before the meeting inasmuch as Miss Smythe has already spoken to Mr. Regan about the matter?

7. Preston District High School

RURAL FOOTBALL PROBLEMS *(As reported by one of the brothers)*

Preston was a small town with a population of about 2,500. Because the high school served an area within a 15-mile radius, a fairly extensive bus system was necessary to transport pupils. The buses picked up students starting at 7:30 A.M., and left for outlying areas at 3:45 P.M., promptly.

James Smith, the only male physical education teacher, was in his first year of teaching at Preston, although he had had experience elsewhere. He came to the school "brimming" with enthusiasm and new ideas. As football coach, he was keenly interested in the game. He spent many of his free hours discussing football and devoted a great deal of time to planning and organizing his team's schedule. Naturally, he desired to do as well as possible in his first year at Preston. Mr. Alexander, the principal, had made it clear that "football is your baby."

Football training began about one week after the opening of school. A general meeting was held with the coach and the prospective squad members. After much discussion and a vote, it was decided that practices would be held every afternoon from 4:00 to 5:30. Some of the rural boys opposed the "practice every night" idea, but voted for it when it was apparent that everyone else, including the coach, wanted it. The boys caught Coach Jim's enthusiasm and interest in the team was running high. Practices were very successful.

Preston's squad looked promising, as many of the boys were large and well-coordinated. About 50 per cent were from rural areas. The outstanding players appeared to be two brother combinations. Doug and Murray Clifford were in their fourth and second years respectively, while Ken and Sam Brock were in their fourth and third years. The four boys occupied key positions on the first team. Since these boys had lived in the same district all their lives and had attended

the same rural schools their parents were good friends Mr Brock had heart trouble and was unable to do heavy farm work The burden of the farm work fell on Ken and Sam Ken, as the older of the two sons had assumed the major responsibility for the management of the farm This was his graduating year and he was finding it difficult to keep up with his studies

All four of the boys had been attending practices regularly for two weeks One week before the opening game with one of the strongest rivals in the league the principal was surprised by a visit from Mr Brock He explained the reason for his visit

"My boys leave home at 7 45 A M after helping with the chores Following school they practice for about an hour and a half It is too late for them to catch the bus and they have to hitch hike home Some nights they don't get home until as late as 7 00 P M We haven't enough money to hire help so the boys must do the farm work after supper Some nights it's 9 00 or 9 30 P M before they get back to the house To get their school work done they have to sit up until midnight That wouldn't be so bad if they didn't have to get up at 5 30 A M to help with the morning chores I've always been interested in any of the activities of my boys but football on this basis is just too demanding I'm afraid they will have to drop off the team as much as I would like to see them continue"

Conditions became worse when Mr Clifford the father of Doug and Murray appeared later the same day with a similar argument against his boys taking part in the sport Although Mr Alexander was an avid football fan and took great pride in winning teams he realized also that the boys scholastic work was suffering He was forced to agree with the stand of the two fathers Mr Alexander had not called Jim Smith to his office when the fathers were present, but he notified him immediately about the visits and the decision Smith, needless to say was stunned by the decision and also was annoyed that he hadn't been consulted when the fathers appeared.

Practice was cancelled that afternoon The principal and the coach met to discuss the problem Both men realized that they had a potential winning team but without the four boys there was little hope of finishing even fourth in the league standings Jim, attempting to "salvage the situation" suggested a temporary solution He had just purchased a second hand car As he was single, he had some free time He suggested that the mid-day lunch period be

shortened 15 minutes, so that practice could begin 15 minutes earlier. Furthermore, he would cut practice time to one hour. After practice, he would drive the four boys home and take two other boys who lived along the way. This plan would get them home by 5:30 P.M., at the latest. Mr. Alexander agreed to the idea, provided the arrangement was satisfactory to Mr. Brock and Mr. Clifford. That night, Jim visited both families and all agreed to try the plan to see how it would work.

However, a new problem arose. The young coach found this taxi service quite expensive. He asked the principal if he would consider asking the Board of Education for gas money. The principal was wary of this idea, because the Board had already purchased fifteen new uniforms at considerable expense. Then there had been much discussion and divided opinion as to whether the expense of this equipment could be met. The Board had never reimbursed coaches for gas expenses under similar circumstances before, and there was always the danger of setting a precedent. For these reasons, Mr. Alexander did not wish to go to the Board with the matter. In an effort to help, however, he offered Jim the use of his own car to drive the boys home two nights a week.

A second problem developed. Those players who lived in the rural areas other than that of the six boys presently getting rides, felt that this arrangement was showing favoritism. Because of this feeling, dissension developed among members of the team. A delegation of players met with the coach. They expressed their opinions of the transportation system. They felt that it was unfair for some of the fellows to get rides home, while others had to borrow their father's cars or hitch-hike. The coach didn't know what to say or do. He met with the principal again. In the end, practice sessions were reduced to two nights a week. Players were responsible for their own transportation home. The original six boys involved were quite annoyed at the others; it was occasionally necessary for Ken Brock to miss practice.

Jim Smith, the coach, lost most of his enthusiasm, but continued to coach for the rest of the season. Preston's team finished third in a six-team league.

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 Was the coach justified in encouraging the boys to vote for a daily practice in a district high school where the buses left at 3 45 P M ?
- 2 Should the principal have been consulted before the first meeting of the squad was held?
- 3 Were Mr Brock and Mr Clifford justified in their original approach to Mr Alexander?
- 4 Should the principal have called the coach to the office when each of the fathers appeared?
- 5 Should the coach have suggested such a transportation arrangement in the first place?
- 6 What do you think of the "gas money" idea?
- 7 What do you think of Mr Alexander's actions in the case?
- 8 As a player who hitch hiked home from practice, do you think you would have cause to complain because the coach was giving six other boys a ride home?
- 9 Do you think Smith and Alexander "gave up" on the problem too soon?

8. Eastern High School

BEGINNING TEACHER'S PROBLEMS

(As narrated by a new teacher, Bill Ladkin)

In September, 19—I walked into Eastern High as a greenhorn. My previous teaching experience consisted of some student teaching and a few weeks of supply teaching when the regular teacher at another school had fallen ill. The “acting” head of the boys’ physical education department talked over the situation with me. His name was Lorne White, and he had been a successful teacher and coach for a number of years. His football teams had done exceptionally well. In addition to a full teaching load of physical education, as well as some health instruction, English (for which I had no special preparation), and geography, I was expected to take over certain extra-curricular activities. These included being backfield coach of varsity football, coach of varsity volleyball, coach of varsity basketball, supervisor of intramural volleyball, and chairman of the publicity committee for the school variety show. I was asked also to supervise some of the school dances, and I volunteered to gradually develop varsity boxing.

Unfortunately, my youthful appearance was such as to discourage respect. I looked more like a high school student than some of the students themselves. The fact that I had a crew cut and usually wore sport clothes may have had something to do with the students’ attitude toward me. In college, I was a welterweight boxing champion in our conference, earned a varsity letter in football in my senior year. I had a good academic average that year and was elected president of our student professional group.

I learned indirectly that the normal line relationship in the physical education department existed only on the surface. The actual authority for the department was not really in the hands of the nominal department head, Mr. Laithwaite. He was about 60 years old and taught no physical education classes, coached no sports,

never entered the gymnasium, and never even checked equipment. As far as I could see, his sole duty as head of the department, apart from signing requisitions, was to collect his pay. At first when questions arose, I went directly to Mr Lathwaite. He gave me only vague, off hand answers, or simply said that he did not know. Gradually I turned for help to Lorne White, who by reason of his long service, certainly seemed to be "acting" head of the department.

Having graduated from a well equipped university, I was somewhat appalled by the situation in Eastern High School. The building was old—an "architect's nightmare." The gymnasium was short and narrow, poorly lighted, and badly ventilated. Since its seating capacity was about 200 at most, the spectators' legs often protruded annoyingly into the playing area. Many of the onlookers sat in a balcony that threatened constantly with loud creaks and groans to collapse. During games, the air became quite close in the room. To open windows, we were supplied with a battered length of steel pipe that was hardly designed to manipulate window handles 12 feet overhead. At each end of the the gym, it was necessary to hang mats on the walls under the baskets because the distance from the baseline to the wall was only 18 inches.

During regularly scheduled physical education classes the boys and girls used the gymnasium on alternate weeks. A similar system of alternate days was used for extra-curricular activities. The girls had the "facilities" on Monday and Wednesday afternoons and the boys, on Tuesday and Thursday. Friday afternoons were split between the two groups. The group that did not have the gymnasium used a small, low ceilinged "spare room." The only activities possible in this room were games of low organization, wrestling, boxing, and some gymnastics. High bar work was not possible because of the lack of room overhead. One day, the box horse collapsed. Two weeks later, the low bar "succumbed to old age" while a student was on it. Luckily, he was uninjured.

The dressing rooms were archaic. There were no lockers and pupils merely hung their clothes on hooks along the walls. This resulted in a great deal of petty thievery. To avoid the taking of soiled gymnasium clothes into classrooms, we were forced to dismiss classes a bit early so that students could store their gymnasium costumes in their hall lockers. This resulted in noise in the halls and complaints from other teachers that their classes were being

disrupted. At one teachers' meeting early in the fall term, I heard that three different teachers had complained. This didn't help the relationship among departments.

Shower facilities were poor and inconvenient. The shower room was equipped with five nozzles controlled by a master valve in the office. To take a shower, pupils had to walk down a narrow corridor past two urinals and one flush toilet. Because lunchroom trash facilities were inadequate, the urinals sometimes became plugged with lunch bags. The resultant overflow caused puddles through which students had to tip-toe on their way to the showers. When I asked Mr. White about the possibility of improved facilities, he pointed out the Eastern High was in the center of a city that was expanding rapidly. He did not believe that anything would be done to the building until such time as it might be condemned.

On one occasion, when the high school supervisor was being shown through the school, the group came to the spare room. The supervisor's comment, after being introduced to me, was, "Quite satisfactory for apparatus work, isn't it?" Before I could reply, he had started to leave. I called after him, "Yes, but you can't use a high bar here and it will never take the place of a decent gymnasium!"

As a coach, some of my problems arose mainly because I was inexperienced and because my looks belied my age and position. One night, after attending a teachers' meeting, I came a bit late to the practice football field. The varsity squad was going through its warm-up calisthenics, which I usually led. The field was in the middle of a residential block and was used also by the varsity and junior varsity teams of another high school. As I came through the gate on the opposite side of the field, a raucous voice hailed me from the ranks, "Where the hell have you been, you little ——!" This was followed by a wave of laughter at my expense. The field was very muddy and I was not dressed to walk through such a mess, so I ignored the shout and went into the dressing room to change into my football clothes. I knew who had made the remark, but by the time I got out on the field the opportune moment for a reprimand had passed. I took the boy aside later and spoke to him about the incident, but he just shrugged it off. I wondered if this lack of respect might have been caused by the fact that the head football coach, Lorne White, encouraged the boys to call him by his

first name Naturally, they all started right in to call me by my first name also

When the basketball season rolled around, I took the reins as head coach of the team Most of the boys who played football played basketball as well The previous coach had been a very mild person While I had been a student teacher, I had thought of him as a bit slipshod in his ways He had encouraged first name calling, and it had been my impression that he had been "manipulated" by the team, rather than controlling it in the right way The members of the team had played together as a unit for three years Although many of the individual boys were quite good basketball players, the team had won only 3 out of 12 games in the past season

After the first few practices, I observed that the best players were all members of the football team They treated me with a combination of good natured condescension and a "hail fellow well met" attitude The center, John, was a big well coordinated boy with an indifferent, joking manner He did not mind losing When things went against him, he tended to treat it as a joke I think he was protecting his feelings by pretending not to care

Tom, the boy who had made the remark on the football field, was the ringleader of this clique He had a very sarcastic tongue, a cocky attitude, and a show off manner that tended to disrupt practices He was an excellent performer, but thought practices were merely fun, and a joke was good only if you laughed at someone

Art, the boy later elected captain, was of a different ethnic origin than the large majority of the students One night after practice he confided to me that he never went to dances He said this in a sort of "sour grapes" manner He was somewhat quieter than the others, although he would join in and approve of any horseplay that the others might initiate

A fourth player, Joe, was what might be called a "follower" He could be led one way or another Like the rest of the clique, he was very resentful when criticism was offered One day at football practice, he had walked away swearing after I had told him that he hadn't been trying his hardest

I was concerned that this clique existed on the team I wondered how it got started I discovered that these four boys were what might be called the "tail end" of a series of fine athletes that had attended Eastern High They had been on the squads of teams that

had won football championships year in and year out and occasional basketball championships. I wondered how this winning streak might have affected their attitudes, especially since Eastern had slipped down a notch from this position of athletic supremacy.

With these four boys forming the nucleus of the team, the basketball season started with a game in a nearby town. On the bus going to the game, the varsity players made the illogical request that they would like to go downtown while the junior varsity game was being played. I refused adamantly. Upon our arrival at the host school, the varsity players quickly brought their equipment into the dressing room and promptly disappeared. With one minute left in the junior varsity game, they finally showed up at the gymnasium. I had sent the manager after them and he had found them eating in a downtown restaurant. I was angry and spoke to them sharply about eating just before a game. During my "lecture," which was given in the dressing room, Art (the captain) got up and went to the lavatory. We lost the game.

Two weeks later I learned from Mr. White that some of the players had started an informal "jam session" after practice one night during the past week. They had gone to the band room and damaged \$40 worth of equipment.

We lost three subsequent games, all of which were played chiefly by this clique. Fortunately for our record, these were not all league games. There was no doubt that these four boys had superior ability in comparison to the other members of the varsity team.

What disturbed me most was that in two games Tom had been ejected for talking back to the referee and for unsportsmanlike conduct. In one game, he cost us 6 points on technical fouls. In addition, practices were difficult to run because he was constantly engaged in horseplay, bouncing the ball into the hoop from the ceiling, or throwing fake football cross-body blocks.

One night in a fast break drill, he acted particularly stupid. I said to him, "You can stop showing off now, little boy, everyone knows you are here." After this criticism I heard him say, "Let's run it once more and get it right this time." The practice was over too soon after the reprimand to ascertain whether it had any effect. Several days later I spoke to him in the shower and asked him when he was going to get down to business. He replied half-jokingly,

"Oh, you're always picking on me Besides, a guy's gotta have a little fun"

I must admit that I seriously considered that perhaps the time had come to cut Tom and maybe one other clique member from the team to see if it would improve matters I reasoned, however, that they had nothing else to lean on except basketball and that perhaps I could help them somehow through allowing them to share in a good team experience Of course, I had to consider also that they were my best players

After we lost our fourth game, I informed the team that I would now use a two platoon system and each unit would play equal amounts of time I split up the regular starting team between the two units We won the next game by 20 points After the game I walked into the dressing room and was met by a "wall of silence." Backs were turned on me, questions were answered in monosyllables, and a number of players just walked away from me I decided to stick to the newly inaugurated system for the next game, and we won that one also

The next contest we lost to a team which used a zone defense This seemed to baffle my players completely They made all the mistakes typical of a team playing against a zone for the first time I gave them instructions during the time-outs but I couldn't seem to get my thoughts through to them At half time in the dressing room, I spoke to the captain about the possibility of shooting long shots in an effort to break up the effectiveness of the other team's defense Although this is a standard offensive practice, Art only cursed in reply

The following game against the second place team was important Obviously a two platoon system wouldn't work, because some of the team personnel would simply be outclassed by the opposition With the first team in Art scored 20 points and played most of the game, which incidentally, we won When I replaced him in the fourth quarter, he walked to bench muttering and shaking his head After the game, however, I noticed that his attitude seemed improved and he chatted quite pleasantly

The team continued to play well On the morning of the day that we were to play in Southport, a nearby town we learned that Eastern had just missed being invited to the state invitational tournament

ament. The second place team, whom we had beaten the night Art scored 20 points, received an invitation. We beat Southport that night.

After the game, I went back to the lunchroom where our team dressed to make a final check for stray pieces of equipment. Of course, I never thought to look at the ceiling. You can imagine my surprise when I learned the next day that members of my team had punched nineteen holes through a new ceiling in the lunchroom by standing on the tables and using a couple of broom handles. The matter was to be reported to the Southport School Board. I gave the team a stiff "dressing down" after this display of vandalism.

I began to recall some of the other troubles of the season which was now over. I remembered the dispute with John, my center, on the question of the players' transportation to the games. He didn't like the school policy of taking players on trips only in authorized cars or buses. He wanted to ride in a private car. When I refused, he countered that the private car was insured. If he were to pay the driver, he said, it would be just the same as a taxi. I couldn't seem to get it through his head that the school could be sued if an accident occurred while he was travelling in a car with an unlicensed chauffeur. Finally, by speaking rather harshly, I managed to get him to drop the subject.

Joe, the fourth boy described earlier, did improve somewhat in his attitude. However, I recalled that in one game we had to play without our second-string center, I had asked Joe to sit beside me and stand by. John, our regular center, had four personal fouls on him already. Joe was a forward, but I told him that I wanted him to substitute for John if he fouled out. About two minutes later I heard him yell, "Come on John, foul out!" I turned to him quickly and asked him which team he wanted to win. He answered, "I just want to get in there." I was so angry that I rasped back "Don't be so selfish." The next time he yelled he cheered for John, who had just scored a goal.

On the whole, I was quite discouraged about the season. One week after our last game, I went to see a district play-off game that involved some of our earlier opponents. At the half-time, Lorne White came over to me and said that the four boys of the clique were half-drunk down at the other end of the gym. The next day Lorne told the principal, who contacted their parents.

Three days later, the following article appeared in the local newspaper

WIN COSTLY FOR EASTERN QUINTET

Exuberance over their team's victory over Southport's Varsity Mustangs will cost a group of Eastern High School basketball players at least \$35 00 because of a move made last night by the Southport High School Board

This sum will be the approximate cost of repairing 19 holes punched in the ceiling of the boys' lunch room in the Southport school following the basketball game

Deciding against permitting the boys to repair the damage themselves, the board agreed the work will be done by contractor and the bill forwarded to the principal of Eastern High School From there it is assumed the students responsible will be assessed the cost

None of the boys were identified

In a way I was pleased that the names of the boys hadn't been listed in the newspaper The Southport School Board would have been surprised to have learned that the damage had been done before the victory As I thought about the entire season and the many problems, I wondered whether I had acted wisely I wasn't very enthusiastic about coaching basketball in the coming year

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 What do you think of the work load assigned to Bill? Do you think he should have volunteered to take over boxing?
- 2 Do you feel that Bill's appearance might have encouraged disrespect?
- 3 How might the "acting" department head situation affect Bill's reaction to his new position?
- 4 What attitude should Bill have taken toward the poor facilities for physical education at Eastern High School?
- 5 What should Bill have done when someone shouted at him in such a manner as he reported for football practice?
- 6 What should Bill have done, if anything when he realized that a clique existed on his basketball team?
- 7 What do you think of Bill's analyses of the four players in the clique?
- 8 What should Bill have done about the boys' request to go downtown during the junior varsity game?

9. When Bill learned about the episode with the band instruments, should he have said anything to the boys or taken any action?
10. Why do you suppose there was so much horseplay during practices? Should Bill have cut Tom from the squad?
11. What do you think about the idea of splitting up the first team in order to try a two-platoon system? Even after they won the game, why do you suppose the players were antagonistic to Bill?
12. Why do you imagine the boys punched the holes in the ceiling at Southport before the game? Should any action have been taken as soon as Bill learned about the incident?
13. What do you think of Bill's remark to Joe, when Joe wanted John to foul out of the game?
14. Do you think the basketball experience helped the personalities of the four boys?
15. What can we learn about Bill from reading his self-written case?
16. What should have been done about the four boys appearing at the play-off game half-drunk? Do you think it would have helped to speak to their parents?
17. Had Bill acted wisely? Should he feel discouraged? Should Bill try to get another position at a different school with a better class of boys and newer facilities?

9. Baker High School

SPECIAL PHYSICAL EDUCATION (As reported by a new teacher)

My name is Gerald Scanlon. I'm a physical education teacher at Baker High School in Porterfield. I've been teaching here for two years and I like my work. They keep me busy, but I expected that. I'm in charge of all the boys' physical education work and I teach two classes in history. After hours I coach the three major sports at this high school—football, basketball, and track.

I've had a good education. I came from a school where they had a superior physical education course—one that is recognized in the profession. In addition to a pretty good arts background I had all the necessary foundation work in science. Our courses in professional physical education and professional education were well taught. By the time I graduated, I realized more fully that there was a great deal to be done in our field. In addition to physical education, I acquired some knowledge about school health education, school recreation and safety education. I thought at times that there was too much crowded into our curriculum, but at least my eyes have been opened to the many areas for which we may be responsible.

Most of my responsibilities I can handle. I do have one problem that has me licked. What can I, or should I, do about those boys in my classes who need corrective work. Oh, I know it's not supposed to be called "correctives" any more. From my course in the history of physical education I know that it used to be called "remedial gymnastics." Now it goes under an assortment of names. Some call it the adaptive program, others like the term "adapted program." One thing I know, whether it's called correctives, adapted physical education, individual physical education, adaptive physical education, special exercise, or special physical education, I still don't know what to do about it!

In my undergraduate course I studied general biology, mammalian anatomy and physiology, human anatomy and physiology,

kinesiology, physiology of exercise, corrective physical education, and care and prevention of athletic injuries. I feel that I have a good background in these areas, but now I find myself stymied when it comes to dealing with individual problems.

Porterfield is like a lot of other towns. We have one high school with one gymnasium. Fortunately, there are folding doors in the gym, so that Miss Collins, the girls' physical education teacher, and I have two teaching stations. But our schedule is so arranged that we don't have time to deal with individual cases. Even if we did have time, there is no special equipment for corrective work.

Day after day we see kids that need special help. One youngster has marked lordosis; another has overcarriage. Kyphosis, lordosis, scoliosis, overcarriage, ankle pronation—you name it, we see it every day. One boy returns after an abdominal operation; another has had a broken arm. John Ford, the halfback on my football team, had the cartilage removed from his knee. They are released by the physicians and the insurance doesn't cover rehabilitation including physio-therapy. What do we do with them? Fortunately, nature helps in many cases, but it takes so long and much valuable class time is missed.

These cases are not so bad. But then there is the case of Peter Sabo, a fine-looking, rugged lad with one withered arm as a result of a birth injury. Pete has all the attributes to make a successful athlete—except two good arms. He wants to be one of the boys and take part in everything, but it's difficult. Several weeks ago, I noticed that Pete was doing some things with his bad arm. I questioned him about the arm and learned that he hadn't been to a doctor about it since the fifth grade. I gave him a few simple tests to see if he could flex, extend, supinate, etc. I was surprised to discover that a number of the muscles seemed to be working. Then I suggested that Pete see Dr. Rawson, Porterfield's only orthopedic surgeon. I told Pete that the examination would be at his own expense. Pete made the appointment, and I talked the matter over with Dr. Rawson. Do you know what I found out? Pete should have been doing exercises for that arm all through his childhood days! Dr. Rawson said that there might have been a chance for seventy or eighty per cent efficiency. Fortunately, he could still improve somewhat, but not very much. I promised to help him when I could, but I knew that there wouldn't be much time.

Who should be handling cases like this and the others? Should local doctors be referring youngsters to us for specific exercises? Should there be someone on staff in the elementary school, junior high school, and high school to help these boys and girls? Or should children get special care only if their parents have the knowledge and the money to do something about these problem cases?

I could go on and tell you about other youngsters whom we come across in our classes. Bill, who is over weight and miserable, Jack, who wants to gain weight so I'll consider him as a line possibility, Ken, who wants to do something because he thinks he's a 98-lb weakling, and so on down the line.

These are the kids that haunt me whenever I think about my position and all that I have to do. Where do I look for help? Should this be part of our job? I wish I knew.

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 What do you think of Gerald's undergraduate course?
- 2 Why do you think there are so many different names for this type of physical education work?
- 3 Is a special room absolutely necessary for corrective work?
- 4 Do you believe the average physical educator is qualified to work in this area?
- 5 What should Mr. Scanlon do about Peter Sabo?
- 6 Should a relationship exist between the school physician, or family doctors, and the physical education teachers whereby specific exercise programs are recommended for school children?
- 7 Should Mr. Scanlon ask for help?

10. Faber College

TRAINING RULES

(As reported by a student)

During a practice session in January, Mr. Lawton, the coach of the Faber College swimming team, called the team members together for a brief meeting. Mr. Lawton was well-liked and respected by the team. He had the reputation among the swimmers of being a strict conditioner with a good knowledge of coaching techniques. Prior to becoming head coach, he had worked three years as an associate coach at the school with the department head who had been asked to take over another responsibility six months ago. Within the physical education department, matters were decided by majority vote if general agreement concerning a policy could not be reached. Mr. Lawton had told the department head many times that he was not in complete agreement with such a democratic approach. He felt that the administrator of a group of individuals might have to overrule them on occasion if he knew he was right, especially since he was responsible to higher-ups for the total operation.

Mr. Lawton was short and slight. He had not been a competitive swimmer, although he understood the mechanics of swimming quite well. On occasion, he had a sharp tongue and was regarded as quite a "kidder." He was very helpful to the department head and was an exceptionally loyal staff member, even though he often disagreed violently with majority opinion in staff meetings.

When the swimmers gathered on this particular day, Mr. Lawton told them that, after the last swimming meet, he had observed one of them smoking, which constituted a violation of the training rules laid down by him in October. Rather than name the offender, he requested that the person involved make an appointment to see him. He stated further that the offender would not swim in the next meet; and if the person did not come to see him at all, he would not swim in any more meets that season.

This action created quite a problem for the team members, because there were actually five of them who were smoking at the time. By a process of elimination the boys came to the conclusion that Ron, the team's outstanding middle distance swimmer, was the only person whom the coach could have seen smoking. Ron had shown great promise as a swimmer before he came to this school. There had been some pressure on Ron to choose several other schools with far greater reputations in the swimming field. Since coming to this school, Ron had not attained the quality of his previous efforts. This was probably because not so much emphasis was placed on swimming at this school and the schedule was shorter and with mediocre teams. Ron was a quiet lad with a mind of his own, but he was very enthusiastic over swimming, his only sport. Without him the team would probably lose every meet that year. He did not wish to miss a meet, but at the same time he did not wish to give up smoking. The next day Ron made an appointment to see the coach.

In the meantime Mr. Lawton discussed the matter with the athletic director and also with the head of his department. Because he was so concerned about the problem, Mr. Lawton presented it in a general sort of a way to the members of his senior class. Although he mentioned no names, the students knew about whom he was talking, and there ensued a lively class discussion. In private conversation with the former head coach, both he and Mr. Lawton agreed that something should be done. No definite action was suggested by the department head.

Before he went to see Mr. Lawton, Ron got together with the other smoking members of the team. With some encouragement from Ron and because of a rather strong feeling of guilt among them, they all decided to go with Ron to the appointment. When five team members appeared, Mr. Lawton was greatly surprised. He talked the problem over with them for two hours and finally asked what they thought he should do. They told him that he should not allow any of them to swim in the next meet. Mr. Lawton was not convinced of the wisdom of this suggestion, because he wouldn't have much of a term left to swim against the next opponent. He again emphasized the bad effects of smoking on an individual's performance and on the morale of the team. Finally, he said that he would let them swim despite the infraction of the training rule.

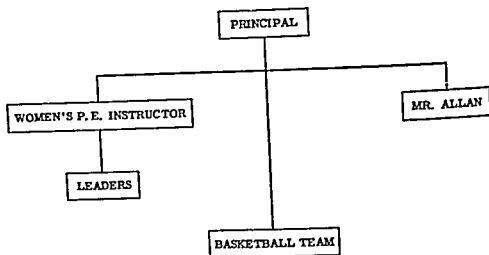
When the team members left his office, they promised that they would stop smoking until the season was over.

At practice that night, the coach told the other members of the team what had happened, and that he had decided to let the offenders swim in view of their promise to stop smoking for the remainder of the season. Then he asked the team if they knew who the one swimmer was that he had seen smoking in the cafeteria. They said that they knew, so Mr. Lawton said that he would like them to vote secretly to decide whether that one person should swim in the next meet. He said that he was asking them to do this because he wanted everything to be democratic. The squad voted to let Ron swim. The feeling of the team was that Mr. Lawton had used bad judgment. In defense of Mr. Lawton, it should be mentioned that the former head coach had told him that he had used the voting idea three years before, when a valuable team member had missed many practices for no apparent reason. At that time, the team members had voted in favor of suspending the offender for one meet.

One week later, Ron and another team member were seen smoking by the coach in the school's cafeteria.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Should a coach lay down strict training rules for a team at the high school level? At the college level?
2. Do you think that Mr. Lawton should have suspended the offender immediately and then told the team about it at practice?
3. What should Mr. Lawton have done when five boys appeared at his office?
4. What do you think of Mr. Lawton's discussing the matter with the athletic director and the department head? With the senior class in a general way?
5. What do you think of the idea of asking the team members to take a vote in a matter of this nature?
6. Did Mr. Lawton use bad judgment in this matter?
7. What should Mr. Lawton have done when he saw Ron and the other team member smoking again?



The other schools in the league were taken aback at the thought of a man coaching a girls' basketball team. At the coaches' meeting, there was a heated discussion, but no action was taken.

Mr. Allen did not want the assignment. He had refused to help coach the backfield of the boys' football team on the grounds that he had too big a work-load already. It was rumored that he and the football coach didn't get along. He had no idea of the girls' game of basketball and would have to learn it. As a result, he was none too pleased with his new position.

Another thing he had to learn was that girls were a lot different to handle than boys. One girl went home crying when he yelled at her. He couldn't stand their shrill talk and giggles when he was driving them somewhere. He couldn't understand their greater excitability and smaller endurance powers. He was newly married and his wife didn't like him coaching girls or spending the extra time away from home.

Immediately, Marlton got the reputation for being a rough team. It was the team to beat, the team to get. The games became rough shambles, lost all pretense of friendly competition, and became earnest battles. There was great emotional stress on the players. No friendships were made between Marlton team members and members of other teams, although the other teams still remained friendly to each other. At lunches after the games, the Marlton team sat in a group alone.

The coach himself had many difficulties. He couldn't very well

take his team into the dressing room at half time. He couldn't understand the girls' lack of interest in the games. He was constantly being ridiculed by other male teachers. The women coaches couldn't make up their minds how to treat him. Above all his wife didn't like him coaching.

Despite these difficulties Marlton managed to win the district championship. They were easily eliminated from the regional semi-finals however. The next year, a woman physical education teacher coached the girls' team and Mr. Allan went to another school.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Was the district championship worth the emotional stress on the players?
2. In your opinion, would the woman teacher with interest but no knowledge of the game be better for the team than Mr. Allan with knowledge but no interest?
3. What are the advantages and disadvantages of a man coaching a girls' team?
4. What is the significance of Mr. Allan's personal life on his coaching?
5. Could Mr. Allan have coached and still have maintained friendly relations with the other schools?
6. What is the significance of Mr. Allan's refusing to coach the football team but accepting the coaching of the girls' basketball team?
7. What is the significance of the principal's decision to leave Mr. Allan as coach despite protests of coaches from other schools?
8. What would be the community's reactions to the situation?
9. Should use have been made of the student leaders?

12. Lewis College

STUDENT MANAGERS

(As reported by a team member and the coach)

Jay Proctor reported to body-building workouts before the regular swimming sessions started. At that time, the coach saw that Jay might have difficulty in making the team because of his physical condition and his lack of co-ordination. A good deal of kidding took place at these sessions among the returning lettermen and some of the newcomers. Jay liked to enter the bantering back and forth, but he seemed to get upset when some pointed remarks were directed particularly at him. One day before the land drill, he mentioned to Coach Walters that he really had come out only for the experience, because he probably wasn't a good enough swimmer to make the varsity. Actually, he didn't seem qualified to make the junior varsity team, but the practice was to cut no swimmer who was willing to work.

When the coach realized that last year's assistant manager would not be able to assume the post of manager, there was some discussion at practice as to who should be manager. Proctor announced that he would like to take over the responsibility, as this would give him an opportunity to take the trips, which he probably wouldn't get otherwise. Several of the returning lettermen pointedly suggested other possible candidates. But Coach Walters, anxious to secure the help that a manager would provide, missed the intent of their suggestions. When no one else appeared to be interested in the job, the coach announced that Proctor would be the manager.

Even then, certain team members suggested that perhaps last year's manager would be available after Christmas vacation. For a week, they discussed with Proctor that perhaps it would be better for him to serve as an assistant manager for a year, if last year's manager could serve again. Finally, last year's manager told the coach that he just could not spare the time because of his poor academic record. Proctor hadn't been too enthusiastic about this idea anyhow, but he had been willing to accept it.

This swimming team was a closely knit group containing a small clique. This clique was composed of students who were fraternity brothers and former teammates, some had worked together in the summer. The general atmosphere involved much kidding of a personal nature. The kidding sometimes went to extremes among the members of the clique.

Coach Walters prepared an outline of the manager's duties and discussed it at length with Proctor. Because the manager's post involved so many duties, they agreed that Proctor could not handle everything. The coach offered to do those items that Proctor, because of his inexperience, did not appear capable of handling.

The first few weeks of practice slipped by and Jay did very little. Some squad members felt that he should have kept accurate records of membership attendance. After the Christmas vacation, the team buckled down to harder workouts. Proctor did not appear to be improving on his poor start. Managers usually take a lot of kidding and Jay didn't get into the spirit of the idea at all. He missed practices with rather lame excuses, and when he did appear, he usually had to leave early. Actually, there wasn't too much for him to do at practice sessions, and he certainly didn't look for things to do. He installed the lanes when he arrived on time, and he took them out when he was still present at the end of the sessions. He asked if he might continue to swim with the inexperienced swimmers for practice. This request was granted, because it was pointless for him to stand around for a certain length of time each day. On Thursdays, when time trials were taken, he was expected to help in several ways, mainly as a recorder. Several times when he didn't know a freshman's name, he called "Hey, kid" which didn't seem to go over so well with the freshmen.

Before the first meet, which was scheduled at home, he reported to the coach and a division of duties was discussed. Everything would have been fine, except that he was late and almost all the details had already been handled by the coach and several other swimmers. He chatted with the visiting team members, while the coach and others scurried around making last minute preparations. Finally the coach said "Jay, I'm doing what you agreed to do and you're doing what I generally do." Jay readily saw the point and rushed to attend to the installation of the rope lanes, a task that another swimmer had begun.

Jay did a capable job of announcing (considering it was his first effort), but immediately after the last relay he said that he wanted to get away in a hurry because someone was waiting for him. He asked the swimmers to return their own suits and robes to the locker room attendant. They let him know in no uncertain terms that this was his job, but he left anyhow, telling them that they were being unreasonable. Several of the veteran swimmers were irked over this incident.

On Thursday, time trials for the first away meet were held. Proctor was timing the races and neglected to take split times. Barry Campbell, a veteran swimmer and a member of the clique, asked him, "Proctor, you lazy crumb, why aren't you taking split times? How are they supposed to learn pacing if you don't bother getting the splits? Here, give me the watch and I'll do it!" Proctor retorted, "Here you are, Big Noise." Proctor appeared to relish his new name for Barry. He used it and other "terms" whenever he saw him. Barry was a small fellow and Jay didn't hesitate to "hand it back" to him.

On the first trip away from home, the veteran swimmers did not care to travel in the same taxi with him. Finally, the coach asked him to travel with the first cab, because one swimmer was late and Coach Walters figured it would be better to wait himself with the second cab. Lewis won the meet handily and started back home. Proctor got car-sick and seemed quite ill. This was a huge joke to most of the other swimmers in the cab. The next week, Jay informed Coach Walters that he would not be able to make the second trip away. In addition, he missed several more practices. One of the swimmers volunteered to assume Proctor's duties for the second away trip and did a fine job. Lewis won their third straight meet and team spirit was high.

On Monday, evidently after some discussion with other veterans, the team captain, Jerry Thomas, spoke to Jay and suggested that he improve his efforts. Everyone respected Jerry, including Jay, and he said he would try to do better.

On Tuesday afternoon, Jay came to the pool in a pair of grey flannel trousers. He got rather close to the edge of the pool and was "accidentally" splashed by Barry Campbell. The dripping manager ran around the deck of the pool crying, "Come out and fight like a man, you coward!" Barry simply remained in the center of the pool, laughing so hard he could barely stay afloat. Jay became

enraged, tore off his clothes, and jumped in after Barry, who evaded him with ridiculous ease. Jay floundered around for a few minutes, became discouraged, and went to the dressing room for a towel. He left his trousers behind, and another swimmer hid them on top of the 3-meter diving board. When Jay returned and couldn't find them, he was so furious that he was shaking all over. He attempted to start a fight with Barry, but all were laughing so uproariously that it simply couldn't materialize. Frustrated, Jay strode from the pool area, having lost the last vestige of any dignity.

At this point, Coach Walters was passing through the locker room on his way to the regular workout after the warm-up period. He greeted Jay, but got no reply. Jay didn't seem to see or hear him. Upon entering the pool area, Coach Walters found the swimmers still in a state of uproar.

The next afternoon before practice, Proctor appeared at Coach Walter's office, still quite disturbed about the whole affair. He was determined to quit the managerial post. The coach, who knew Jay's mother slightly, had called her earlier in the morning to discuss the matter. He learned from her and a teacher at Jay's high school that Jay had experienced difficulty in personal relationships before this time. He decided to make an effort to get Proctor to continue, because he felt that this might be an opportunity to help him. Coach Walters knew that he could get the other team members to "lay off" Jay somewhat. (Before offering a careful report of the discussion that took place, it should be explained that Coach Walters was interested in non-directive counseling as recommended by Carl Rogers of the University of Chicago.)

Proctor: I suppose you heard about what happened in the pool yesterday before you arrived for the regular session?

Walters. Yes, I was sorry that I did not arrive sooner.

P. I hate to say this because you have been so nice to me, coach, but I have decided to throw in the towel.

W: You feel that you want to quit because of this incident?

P: Definitely, I don't want to continue, because some of those fellows aren't gentlemen.

W: You feel that they treated you badly?

P: They certainly did. How would you feel if they soaked your best trousers?

W: I would probably be quite upset also. You don't think you deserved such treatment?

- P: Well, hardly, I merely walked into the pool and started to put in the lanes when Campbell splashed me.
- W: You feel that he shouldn't have done such a thing?
- P: Oh, I know he doesn't like me, but he certainly didn't have to interfere with me when I was trying to do my job.
- W: He doesn't like you?
- P: He rides me all the time. I guess he feels that I am not doing the various "joe" jobs that he thinks a manager is supposed to do.
- W: He doesn't think you're a good manager?
- P: I'm sure of that and, for that matter, neither does Porter [another varsity swimmer]. Most of the other fellows are gentlemen, but these two, and I don't like to talk about them, are on me all the time.
- W: Those two are giving you the most trouble.
- P: Yes, that's why I decided to quit, although I didn't want to let you down. I suppose I haven't been a very satisfactory manager.
- W: You don't think you've done very well as a manager?
- P: In some ways, yes, but in a number of other ways, no. I haven't had the time to do all the jobs that a manager is supposed to do, according to the list of duties you talked over with me.
- W: You haven't had time to carry out all the duties?
- P: No, you see it's very important that I do well with my studies, because my mother is working to help put me and my brother Bob through school.
- W: You figured that you had a responsibility to your mother to do well with your studies and that everything else is secondary?
- P: That's true, although I realize that I shouldn't have accepted the job if I didn't intend to carry it out in the best possible way. I did want to continue. I think it's important to face up to these clashes of personality that arise; yet, in this case, I just don't think it's worth it.
- W: It isn't worth the trouble to convince the squad members that you can take such incidents in your stride and still carry on?
- P: I suppose I could have belted him one, if I could have caught him. But fighting never accomplishes anything, at least it never has for me.
- W: I think you're right. From the way you say that, I gather that you have had some previous scuffles.
- P: Yes, someone was always beating me up in high school. I think I've outgrown that now.
- W: How does your mother feel about this problem?
- P: She's quite concerned, but she feels that the decision is mine to make.
- W: It is your decision.
- P: I want to do the right thing, but I don't want to put up with that sort of nonsense any more. Furthermore, I think the team's sympathies are mostly with Campbell.
- W: You feel that, in the main, they are siding with Campbell?
- P: Not the large majority, but quite a few, I guess. I imagine that most of the fellows are neutral in the matter. I suppose if he doesn't

stop riding me, the others will sympathize with me a bit if I control myself and show Campbell that he can't get my goat.

W: You feel that maybe you should try to keep calm and ride it out?

P: At least then I would prove that Campbell and Porter can't chase me away that easily. Maybe I will take another crack at the job and try to do better. Hey, I had pretty well decided to quit when I came here to see you. I better think it over some more.

W: Well, it is your decision, Jay, but why don't you prove that you can stick it out and do a better job?

P: I think I will. Thanks, Coach

Proctor did not show up for practice the next day. Coach Walters did not know whether he would be back. Barry, who was quite a "card," said with a smile, "I'll really miss him. I'm sorry he quit because of a little thing like that. If he would only apologize, I'm sure we could get along."

SUGGESTED QUESTIONS FOR DISCUSSION

1. Do you think Coach Walters should have appointed Jay Proctor to the position of manager in the first place?
2. Should a coach try to control kidding of the type that took place on this team?
3. Should a coach try to break up a clique on a squad?
4. Why do you imagine Proctor was such a poor manager?
5. Do you blame Barry Campbell for beginning to ride Proctor?
6. Do you think the captain of the team should have spoken to Proctor about improving his effort?
7. What is your reaction to the "wet trousers" incident?
8. Should Coach Walters have allowed Jay to resign from his post without attempting to convince him to continue?
9. Should Coach Walters say anything to Campbell and Porter about this incident?
10. Do you think Proctor will carry on with the job?

13. Miller University

COACH-PLAYER RELATIONS (As reported by two students)

Miller University was a small, semi-private university with a very good football team that had won the conference championship 7 of the last 10 years. This year the team was favored to repeat as league champion. The first two games were with non-conference teams. Miller won the first contest by a narrow margin, but lost the second decisively. The third and fourth games were with regular league rivals. Although Miller was favored in both contests, they managed to salvage only a tie against what was supposed to be the weakest team in the league. The next game was against Riverside College, whose stock had risen sharply after the sudden acquisition of a good quarterback. Riverside now appeared to be the team to beat.

Miller's coach, Frank Howard, was rated very high by his opponents and many of the men on his team. As the captain of the club expressed it, "He was rough and gruff on the outside, but underneath it all he was soft-hearted and sentimental. Coach Howard's success is due to his ability in handling players and in bringing out the best in people, rather than to coaching ability in the mechanical sense of the word."

This particular season, Coach Howard had an unusual number of player problems. Early in the season, a promising sophomore had become disgruntled and quit. Another player, Bill Sulyak, a key man in the backfield, had quit when the coach scrapped his formation and had asked his backfield assistant to tell Sulyak that from that time on he wanted him to play at the wingback spot. Jim McLeod, an end, became angry when he wasn't used in the first game and told Coach Howard that he was playing "favorites." He stated further that some of his friends felt they also were getting a "raw deal."

The team had an unusually large number of sophomores and

juniors, however, they were starting to work well together. There was a great deal of kidding and "riding" on the team, and nearly everyone seemed to get on well with the coach. Some, of course, knew the coach better than others. They all laughed at his humorous antics, but to outsiders they presented a solid front in regard to their individual opinions of their leader. There was an unwritten rule on the team that each man was to put the team ahead of his own personal desires.

Peter Rodin, a regular guard, came from a small town in the next county. His parents were from Central Europe. He was serious minded, a diligent student, and friendly. He had difficulty with his class work, but studied so hard that he seemed certain to get his degree. This was Peter's senior year, and he had been on the varsity team since the last few games of his sophomore year. He had earned letters in track and wrestling, also. The wrestling coach had found him hard working, personable, and anxious to excel. The team captain said that Peter bore the brunt of many jokes, but that he seemed to enjoy the relationship with the other members of the team. He added that Peter took almost everything seriously and tended to underestimate his own worth as a football player.

During the summer, Rodin had agreed to be an usher at a friend's wedding that was to take place on October 15th, the day of the game with Riverside. On Monday, October 10th, he told Coach Howard of his plans for the following Saturday. On hearing this Howard lost his temper and gave Rodin a rough time. The coach was worried about the personnel changes that he would have to make if Rodin didn't play in the important game with Riverside. As time went on, Howard's anger subsided but he was still upset.

On Tuesday, Howard talked to Rodin and told him that he was letting the rest of the team down. Rodin thought this point over and decided to call his friend to see if he could locate another usher. His friend wasn't home, so Peter talked to his friend's parents. The conversation was carried on in their native tongue, but Peter had difficulty explaining the situation to them over the phone. To make matters worse, the long distance connection wasn't too good. In despair, Peter told them to forget his call and that he would see them on Saturday.

On Thursday, Rodin told Coach Howard that he had decided to go to the wedding. Howard became angry once again and said "If

you're not on the train Friday, hand in your equipment!" On Friday, the train pulled out without Rodin.

(Up to this point the case has been reported largely by another member of the varsity team. From this point, the narrative is reported directly by Peter Rodin.)

I have been asked by Dr. Carl Dorland, Chairman of the Department of Physical Education at Miller University, to tell just how my participation in intercollegiate athletics at Miller came to an abrupt end.

I came to Miller and registered in the physical education course. I liked football and other sports very much, but I was most anxious to get a sound education.

I went out for the freshman football team. I enjoyed this experience very much and became a regular guard on the team. When I came to college, I thought I knew something about football. But when I got in the thick of things, I realized just how little I really did know. I could see that I had a lot to learn, if I hoped to make the varsity club the next year. I learned my basic football under the freshman coaches and I appreciated their help a great deal.

In the fall of my second year, I tried out for the varsity team and was doing reasonably well. Toward the end of the season, two other sophomores and I got a break. One regular lineman was injured, and two other senior halfbacks had to attend a wedding on the day of the next game. All three of us did quite well, and stayed up with the first and second teams in preparation for the final game that would decide the league championship. We won that championship game on a brilliant touchdown pass in the last few seconds of play. To me, it was the thrill of a lifetime to have something like that happen to me so early in my athletic career.

In our conference, the track and field championships were held in the fall. I was the team's only entrant in the shot-put event and earned a fourth place in the championship meet. This meant that I had earned two varsity letters in my second year. My pleasure was lessened a bit by the fact that my studies had fallen down during this fall season.

In the winter season at Miller, basketball, wrestling, and swimming dominated the athletic picture. Not having any previous experience with any of these sports, I decided to spend more time on my studies. My grades seemed to pick up somewhat during the period from the end of football to Christmas vacation.

In our physical education classes, we were given fundamental instructions in wrestling and I became increasingly interested in this sport. I was tempted to try out for the wrestling team, but at the time I decided to stay with the books

After the Christmas vacation, I was approached by the wrestling coach, who asked me to come out for the vacant 191 lb position on the Junior Varsity. I learned the sport of wrestling and enjoyed the keen competition and conditioning that it offered. I wrestled for the Junior Varsity all season and again got another break. I managed to earn the varsity spot to represent Miller in the conference championship. I won only one bout out of three, but our team tied Bradford University, a school with five times our enrollment, for the title. To sum it all up, this year was a great success for me athletically, but I failed one of my subjects and the rest of my grades weren't too high

My junior year went quite well. I played regular guard on the defensive team. I did not go out for track and field, because I felt that my schoolwork couldn't stand it. I decided to skip wrestling for the same reason, but after Christmas I couldn't stay away. I made the varsity at 177 lbs, but separated my shoulder at the beginning of my first match in the championships. I figured that my athletic career was over, but a surgeon decided not to operate and the shoulder healed very well. At the end of the year, I had passed all my subjects, although there was still room for improvement.

In June, I was asked by a close friend in my home town to be an usher at his wedding on October the 15th. He knew that I played football and asked me at the time whether the wedding would conflict with a big game. I accepted his invitation and told him that I didn't think the coach would mind, as it wouldn't be too difficult to replace me for that one game. I expected, as all the sports writers were predicting, that Miller would be as strong as usual. I remembered, too, that a couple of other players were permitted to attend a wedding two years previously. From this, I concluded that I would have no trouble getting a leave of absence for one game early in the season. My friend and I ordered our tuxedos together for the big day.

The first game of the season was a non-conference game. On that day, we were minus a veteran guard and an end, who both acted as ushers at the wedding of a former teammate.

Two weeks later, we played our first conference game with Bran-

ford University. Our new "T" offense was a flop. The tailback was blamed by the fans and the sportswriters for the loss. I didn't blame him, because I felt that the line had bogged down in their protection. You might wonder why I'm writing about the tailback, but his subsequent resignation from the team led, I feel, to the turn of events in my case.

The following week our offense was changed radically. The tailback quit after the backfield coach told him that Coach Howard wanted him to shift to the wingback spot, which was almost the same as playing running guard. As Coach Howard put it, "Bill Sulyak has decided to quit football, so he can spend more time on his studies." In the second conference game, we walked all over our opponent, but for some reason we couldn't score. We were lucky to get a tie. This meant that it was "do or die" on October 15th against Riversidel.

When should I tell the coach that I couldn't play the next Saturday? I hadn't wanted to tell him earlier, because I didn't want to bother him. I had thought of telling him before the second conference game, but had decided to tell him after the victory. And then the game ended in a tie!

I talked the matter over with a couple of my friends on the way home and they gave me the devil for not telling him sooner. I began thinking about it, slowly realizing that I should have told him sooner, but I still thought that there would be no trouble in grooming another guard to take my place for one game. There were a number of good men trying out for my position; surely for one game they wouldn't miss me.

On Monday afternoon, October 10th, I went to see the coach in his dressing room at the stadium. The conversation went something like this:

"Hello Coach, I don't think I'll be able to play this weekend."

"Why? What's the matter?"

"I have to go to a wedding this Saturday."

"Come on, Rod, not this weekend! We've got a big game!"

There was a pause. I just stood there bewildered. He sat down in his chair. Without looking at me he said, "Who's getting married?"

"One of my good friends back home asked me to be an usher at his wedding."

There was a deep silence in the room. He didn't yell or shout. There was a certain degree of anger in his quiet manner. We both remained silent. Seeing an anger in his face that I hadn't seen before, I walked out of the dressing room without saying another word. I went into the players' dressing room thinking that he would get over it soon. I was a little disgusted with myself and with his reaction to the matter. Maybe it was the way I just came out and told him. I certainly didn't feel like practicing.

I finally went out to the practice field a little late, just as the coach was walking out too. He gave me a disgusted look but said nothing. Many of the players knew about it by this time and began ribbing me, but, in general, they didn't think it was a serious blow to the team. The other guard began running the plays and I substituted with him. I understood the change and accepted it on the grounds that I wouldn't be playing that Saturday.

At Tuesday's practice the coach asked me in a disgusted tone, "Still weddinging?" I was running down to some other players who were doing warm up exercises. "Yep," I replied and kept on going.

On Wednesday morning while I was walking through the corridor in the physical education building the freshman line coach happened to see me and asked me to drop into his office.

"I hear some rumors that you're going to a wedding instead of the game on Saturday."

"Yes, that's right."

"I'd like to know more about it, if you don't mind. I was talking to the coach this morning and he mentioned something about it. He didn't ask me to do anything like this, but I'd like to know why you're going and why you told him so late."

He asked me a few questions about the wedding and asked how close a friend I was to the groom. He told me of the seriousness of "taking off" whenever one feels like it and that this would only add to the disharmony on the club. The spirit of the team wasn't just what it should be, plus the fact that we were struggling with a new offense. He told me that the club was weak in the guard spot especially for this game.

He went on to tell me that if this were his team he wouldn't hesitate to drop me from the club for pulling such a trick. He didn't know what Coach Howard was going to do, but the way he painted the whole picture made me feel like two cents. I told him that I

didn't think it was as serious as this. He seemed to understand my predicament and told me of a similar incident which involved him a few years back. I felt terrible, so I decided to get in touch with the groom and tell him I couldn't come.

I placed a call to the place where the groom worked, but they couldn't seem to locate him. I decided then to call my home town that night and talk to his mother. I thought of a friend of ours who could take my place and wear my tuxedo.

Before practice that night, I had another talk with the coach and apologized to him because I had not let him know sooner. He mentioned again that I would be letting the team down if I went. I told him that I was going to phone home that night in an attempt to get out of the wedding.

In the dressing room before practice, I asked a couple of the other players, who both agreed that it was a ticklish situation. They went on to say, however, that they saw no reason why I shouldn't attend the wedding. But after the conversations with the coaches, my mind was made up. At practice, the coach used me in the plays as if nothing had happened.

I wondered if the people at home would understand the situation. After our nightly chalk-talk, I used the coaches' phone to place the call. I got my friend's mother on the phone and told her that I probably would not be able to make the wedding on Saturday, but that I would get our mutual friend to take my place. I then called the friend, but he wasn't home. I was even more "twisted up." I told the coach on the way out that I hadn't yet achieved my purpose, but that I would call home again in the morning.

I couldn't sleep that night because I had made such a mess of things. No matter what decision I made, I would be letting good friends down. In the morning, I talked to some more friends, who were divided in their opinions. I placed the call to the intended "substitute," and he said he couldn't make it. I then phoned the groom at his place of employment and explained the whole situation to him. I just didn't know what to say, but I finally said, "Don't worry, I'll be there."

Now I had to tell the coach of my decision. I was so nervous that I broke out in a sweat as I approached his office. I went in and said, "Coach, I won't be able to play because I'm going to the wedding." No words were spoken for a moment. Then I explained about all

the phone calls and my inability to get a replacement. "Well," he said, "it's your decision." He had nothing else to say to me, so I walked slowly out of the office.

I went out to practice that night, but I felt out of place. After a few minutes I went to Coach Howard and said, "Coach, where do I stand?" "What do you think?" he said. With a nod, I answered quietly, "Yeah, I guess I'm through then." He replied, "How do you think the boys feel?" I nodded my head again and said, "Can I play with the Junior Varsity next week?" "No," he replied, "I don't think you should be allowed to play any more football here." I walked off slowly and went to the dressing room. As I took off my uniform, I realized for the first time that I was through with football at Miller.

The team lost the game that Saturday, although our line play was terrific. No one except the tackle who played next to me knew about my dismissal until the following Monday. Many of the players told me they were sorry I was through. They said that they hadn't thought I would be dropped. What a mess a simple little incident had become! That was my last experience in athletics at Miller.

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 What do you think of the captain's appraisal of Coach Howard?
- 2 What is your general impression of Peter Rod n?
- 3 The details of the events of the 'fateful' week for Peter seem to differ in the two accounts. Whose story do you believe?
- 4 Should Peter have declined the invitation to be an usher at the time when his friend asked him in June?
- 5 What do you think of Coach Howard's treatment of the affair?
- 6 Was it right for any of the assistant coaches to have tried to influence Peter?
- 7 Why do you imagine Peter didn't tell Coach Howard about his friend's wedding sooner?
- 8 Do you think Peter should have made the effort to locate a substitute?
- 9 Should Coach Howard have denied Peter the opportunity to play with the Junior Varsity?
- 10 Do you think the other players were truly sorry that Peter had been dropped from the team?
- 11 What lesson, if any, can we learn from this incident?

14. Meadowbrook High School (A)

EQUIPMENT PURCHASING (As reported by Bob Change)

Meadowbrook High School was opened after World War II. Three years later, Bob Change was hired by the Board of Education to teach physical education. During the next three years, the school enrollment more than doubled, with a corresponding increase in the number of staff members. The principal, Mr. Lord, was a man much worried over details, and as a result had to take part of a year off with ulcer trouble. He was regarded as an efficient administrator, but Bob had the feeling that he did not regard physical education as a subject on a par with the other curriculum offerings. He, along with many other members of the staff, appeared to be much more interested in the marks and scholastic ability of students than in anything connected with physical education. Mr. Lord liked to consider the staff as one big happy family of which he was the father. To Bob he appeared very helpful, honest, and sincere, although sometimes a bit naive.

Because of the increase in staff, the Board decided that it was time to appoint heads of departments. Bob was appointed head of the boys' physical education department, which gave him an extra \$200 a year on his salary. Bob began his new duties with great anticipation. One of his new responsibilities was the selection and purchase of physical education supplies. As the equipment on hand was of poor quality, he made out his requisitions only after much shopping around for good merchandise at the most reasonable prices. On each requisition, he stated model numbers plainly. If unable to give the number, he wrote out a careful description of the equipment desired. In most cases, he listed the names of the companies where excellent equipment was available at the lowest prices.

When the first few orders were delivered, Bob noticed that everything had been purchased from a local man, Mr. Dobson, who ran a sporting goods store in a nearby city. Mr. Dobson was known to Bob as a loud, fast-talking, high-pressure salesman. He was active

In several of the service clubs in Meadowbrook of which many of the Board members were members. In this first shipment, Bob discovered that many items were missing and that very few of the pieces of equipment were of the quality specified. As Bob needed the supplies to carry on his program, he accepted many of the items reluctantly. He returned some of the equipment, although not having it available inconvenienced him a great deal.

This situation put Bob on his guard. The next time he had to make a large order, he prepared his requisitions in even greater detail and specified all the model numbers. He was careful also to recommend the names of the sporting goods companies whose prices were lowest for the quality of merchandise required. Once again all equipment was purchased from Mr. Dobson, and once again a number of items were missing and a great deal of the equipment was inferior. Bob decided that he had no other choice but to seek aid and advice from the principal, Mr. Lord. Bob made a list of the reasons why the present method of purchasing was unsatisfactory and showed it to Mr. Lord. It was decided that Bob should go to the next Board meeting and present his case.

The Board agreed with Bob that the head of a department knew best how to spend the money allotted for the purchase of equipment. According to Bob, "This meeting with the Board resulted in the ideal situation for the purchasing of physical education equipment and supplies." From that time, Bob was to have a free hand in this matter.

At the next meeting of the Board late in the fall, one member mentioned the fact that there had been a large number of injuries during the past football season. A recommendation was made to the principal, Mr. Lord, that Bob be told that the football team should be better equipped to avoid any public criticism of the school's effort.

In the spring, Bob prepared his budget for the coming year. Keeping in mind the strong recommendation of the Board, Bob asked for enough money to adequately equip the football team. As soon as his recommendations were approved by the Board, Bob did a great deal of shopping for suitable equipment and invited a number of sporting goods representatives to the school to display their stock. He finally decided to place the order with a reliable company that offered a 40% discount, along with other convenient services such as economical repairing and cleaning. This firm was new in this

particular line and anxious to get some good customers. Bob placed the order verbally and then sent the requisitions in shortly thereafter. This procedure had become commonplace in order to get equipment approximately when needed; the requisition, which usually took two weeks to get to the Board, was more or less a written confirmation of the verbal order.

Mr. Dobson, who had provided the equipment in the past, quickly heard about Bob's action. He began to speak to various members of the Board and went so far as to contact the manufacturers of the equipment, asking them to put pressure on the firm from which Bob had ordered. Mr. Dobson felt that the manufacturers should not allow this sporting goods supplier to undersell him. As a result of this controversy, the Board asked that at least three tenders be made on the total order. Bob was embarrassed about this turn in events. He had already placed the order verbally and had expected the Board to approve his requisition the very night that they decided to ask for tenders on the order. At any rate, he got the three tenders. The supplier with whom Bob had placed the order was still the lowest bidder on the same equipment.

A special meeting of the Board was called on May 5th. Despite the fact that the equipment was already being manufactured, one member of the Board suggested that the whole order should be given to Mr. Dobson, whose prices were at least twenty-five per cent higher. After a great deal of heated discussion, it was finally decided that the Board was obligated to stand behind Bob.

Following this problem, the Board quickly invoked a new policy that any order up to \$50 could be purchased by the head of the department with the confirmation of the principal. Purchases from \$50 to \$200 must be confirmed by the Board's business administrator, Mr. Ross. Any order over \$200 must have at least three written tenders submitted, and then the Board would decide where the purchase should be made.

At this time, Bob heard that Mr. Ross and Mr. Dobson were very good friends. According to Bob, Mr. Ross was one of the "hail-fellow-well-met" type, who practiced much patting on the back, but who evidently did a lot of talking behind people's backs. He exerted a strong influence on the Board and was very close with two or three of its members. The Board often took his suggestions about physical education equipment, because he had once been a teacher

in that line. The rumor began to go around that the business administrator had been getting a kickback from Mr. Dobson for a number of years.

In September the vice-principal suggested to Bob that perhaps some of the business could be given to Mr. Dobson in order to restore harmony. Upon making inquiry Bob learned that Mr. Dobson was a friend of the vice principal also.

During this same month Bob discussed the matter with Miss Giles, the head of the girls physical education department. Miss Giles, an older woman who had previously worked as a supervisor in the State Department of Education, told Bob that she had been having the same trouble in purchasing sports equipment for the girls program. She had not been greatly concerned because only a relatively small amount of money was involved in running the girls program. Although Bob had placed the orders for her also, she felt that she was only indirectly involved. Previously the Board had ordered her equipment with the help of Mr. Ross.

In March of the next year when it was time to place an order for spring equipment, the Board's recommendation was carried out. Several dealers were invited to bring their equipment to the gymnasium for display. Mr. Dobson, however, brought his equipment to the Board room while the business administrator was present. The outcome was that two or three small orders for softballs, bats, and bases were given to Mr. Dobson. When his order arrived, two bats and two softballs were missing. The bases were of inferior quality but a high price was charged. Bob simply did not know what to do.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Should Bob have gone to Mr. Lord, the principal, as soon as he saw that first order had not been filled properly?
2. When the Board originally recommended that Bob should be given a free hand in the purchasing of equipment, should he have questioned this freedom?
3. Do you think that Mr. Lord should have taken Bob to the meeting of the Board of Education to present the list of grievances that Bob had prepared?
4. Should Bob have placed a large part of his order verbally in the spring after being given a free hand by the Board?

5. When the Board invoked the new three-part policy about the purchasing of equipment in May, what should Bob have done?
6. Is it wise to order equipment by means of tenders? What are the advantages and disadvantages in this method?
7. What influence might the vice-principal's suggestion about giving some of the business to Mr. Dobson have had on Bob?
8. Does the fact that Miss Giles faces the same problem influence the situation?
9. Should Bob have examined Mr. Dobson's equipment in the Board room?
10. When some of the business was given to Mr. Dobson and certain items were again missing in March, should Bob have gone to Mr. Lord? To Mr. Ross? To the Chairman of the Board? To Mr. Dobson? To the police?
11. If you were Bob, would you resign as of the end of June? Or would you ask the Board to replace you as department head but remain on the staff?

15 Meadowbrook High School (B)

PLANNING FACILITIES

(As reported by a high school teacher)

Bob Change was appointed head of the boys physical education department at Meadowbrook High School. Three years later the school enrollment had increased to such an extent that the school plant was inadequate. The Board of Education commissioned an architect to draw up plans for an addition including eight classrooms and a second gymnasium. Subsequently, the Board approved the plans for the additional classrooms but turned down the proposal for the second gymnasium. The State Director of Education had ruled that his department would no longer give grants toward the cost of "frills" such as gymnasiums, auditoriums, music rooms, and home economics rooms. The fact that Meadowbrook would have to pay the complete cost of a second gymnasium undoubtedly influenced the Board's thinking. The architect was asked to devise a plan whereby the present regulation gymnasium could be divided with temporary doors. When the Town Council heard about the Board's plan, a resolution was passed that the Council was willing to provide the necessary funds for the total cost of the second gymnasium. The Board, however, wanted to go ahead with the substitute plan.

Bob and one of the other teachers in his department, Doug Bray, became quite concerned about the turn of events. They started a strong program of public relations through the students and the parent teacher association to encourage the Board to change its recommendation. So many letters and phone calls were made to various members of the Board that the question was re-opened. At this meeting the Board finally approved the plan for another gymnasium.

While all this discussion was going on the principal Mr. Lord had asked Bob and Miss Giles, the head of the girls physical education department, to write a list of all possible reasons why there should be additional physical education facilities. These were never

called for by the Board, nor were Bob or Miss Giles allowed to speak at any time during the Board meetings. Bob became discouraged and mentioned to Mr. Lord that perhaps someone else should be appointed head of the department. He would continue simply as a department member.

As the plans were being drawn up for the new gymnasium, the Board requested through Mr. Lord that Bob and Miss Giles should submit suggestions concerning the amount of storage space, extra locker rooms, and shower facilities that were necessary. With a great deal of apprehension, Bob discussed the matter with Miss Giles, and then he and Doug Bray drafted their plan for the new gymnasium. Again the presence of the heads of the departments was requested at the Board meeting, but for a second time they were not consulted or asked to present their suggestions. The architect presented his plans. When Bob spoke to him after the meeting about their suggestions, the architect was perturbed that Bob should think that he could have any influence on the matter.

When the construction work was finished, there was insufficient storage space, poor shower facilities, and not enough locker room area. To make matters worse, there were innumerable other inconveniences.

Bob was completely discouraged. He felt that he was no longer interested in the administration of the department because his opinions had not been considered. Again he spoke to Mr. Lord, and this time he stated definitely that he would like to resign as department head. He said that he would like to continue as a teacher and coach. Just before leaving the interview with Mr. Lord, Bob asked him if he could suggest some means to relieve him of the administrative responsibility in a way that would seem acceptable to all concerned.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Do you think the State Director's ruling that there would be no more grants for the construction of "frills" had some influence on the Board's attitude toward suggestions from the heads of the physical education departments?
2. Should Bob and Miss Giles have accepted the Board's recommendation that the existent gymnasium should be divided with temporary doors?

3. Did Bob and Doug Bray go about their "public relations" campaign in the right way?
4. Why do you imagine that Mr. Lord asked Bob and Miss Giles to list reasons why the new physical education facilities were necessary?
5. When the Board asked Bob and Miss Giles for suggestions concerning storage space etc., should Bob have gone ahead and drawn up a total plan for the gymnasium and adjoining areas?
6. Why do you suppose that, after their presence was requested for a second time at the meeting of the Board, they still weren't given a chance to speak?
7. Why do you think the architect was perturbed about their ideas?
8. Do you think Bob was right when he requested to resign as department head and continue as a teacher and coach only?

16. Rand High School

NEW DEPARTMENT HEAD
(As reported by a department head)

On April 16th, Mr. Cox called Mr. Ludlow, who had been appointed principal of Rand High School two years before, about the available position as head of the boys' physical education department. Mr. Ludlow expressed interest in Mr. Cox' application and made an appointment to discuss the matter on April 20th. As Mr. Cox thought about the time for the meeting, he reasoned that Mr. Ludlow would have sufficient time to inquire about his qualifications for the position, as they were both in Newport, a city of about 100,000. At their first meeting, it was immediately apparent to Mr. Cox that Mr. Ludlow had not made any detailed inquiry about him. Mr. Ludlow did mention that he had read about Mr. Cox on the sports page of the Newport Record.

In this first interview, Mr. Cox was assured that he would have a "free hand" to experiment with the physical education program, if he became head. Mr. Ludlow mentioned also that Mr. Cox would be permitted to teach another subject in the curriculum, a point that was interesting to Mr. Cox because of his background in general education. As Mr. Cox thought about the new situation, he felt that here might be a chance to get out of the "rut" that he had been in for the past fourteen years. During this time, he had taught physical education in two situations under widely differing personalities as department heads. He felt that there had been many frustrations and many overly heavy work-loads. As a possible deterrent to the acceptance of this position, Mr. Cox realized that these fourteen years might have left him with a little less of his original zeal and initiative for physical education work. In early May, Mr. Cox was notified that he was the first choice for the position. He accepted.

Soon after, Mr. Cox made two requests of his new principal. First, he asked for the opportunity to visit Rand High to observe the pro-

gram Second as there was another position open on the department staff he asked if he might speak to possible applicants at a forthcoming convention Mr Ludlow thought that a visit by Mr Cox was a fine idea, and he asked the retiring department head to arrange for this tour Mr Cox said that he was taken on a "breath taking round" of the school Many door keys did not seem readily available When doors were finally opened the rooms were dingy and ill kept It was necessary for Mr Cox to return for two days during the summer vacation to re trace his steps At this time he could not observe the existing class routine

Mr Ludlow did not agree to the second request He did not see the need for Mr Cox to be involved in the appointment of the second teacher in the boys physical education department He explained that he had advertised in various newspapers and that the applications received gave promise that a good candidate would be among them Mr Cox asked if Mr Ludlow would have the other new teacher contact him after the appointment had been made When the second teacher signed his contract in the office of the Superintendent Mr Cox was only two blocks away Four months later, Mr Cox and the other teacher finally met after several letters and a motor trip by each one In the meantime Mr Cox had discovered that a fine prospect with two years experience had been interested in this second position This person had not applied because of "the lack of the personal touch" that Mr Cox felt he could have given to the search for a co-worker

When Mr Cox reported to his new position in the latter part of August the first problem was the purchase of new equipment and the repairing of the equipment on hand This had to be done within the grants of the Board of Education Certain items for extra curricular activities were within the budget of the Student Athletic Association Mr Ludlow gave Cox the figures available for gymnasium equipment and repair Since these amounts had to be shared with the girls' physical education department Mr Cox spoke to Miss Larson head of this department She said "That is the first time in my eight years at this school that I have heard those figures" The buying she had done had not been extensive but she had no idea how the items fitted into the total budget picture

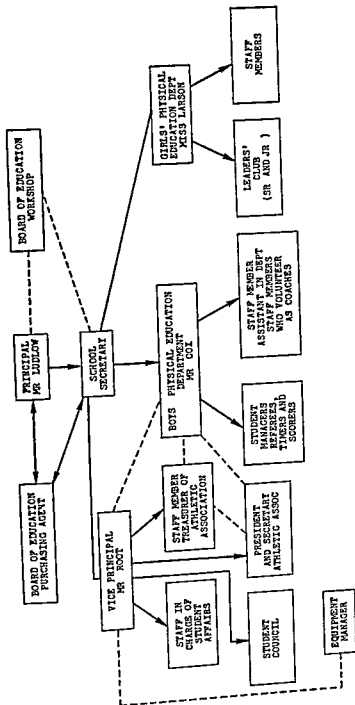
Mr Cox learned that a sizeable amount of the money granted by the Board had been turned back He noticed that some of the

equipment on hand was of good quality, while other material did not seem up to standard. Miss Larson appeared to appreciate the honest approach that Mr. Cox had made to her about this matter. Mr. Cox asked her to let him know if the requirements of her department amounted to less than half of the total budgetary allotment. His plan was to build up the stock on hand for both departments with any surplus that became available. However, as Mr. Cox related it, "Her years of going to the 'boss' for every little item had become established as a behavior pattern, which will tend to keep the department from full co-operation."

The procedure to be followed in purchasing equipment for the extra-curricular activities was more complex. Mr. Cox was referred to Mr. Root, the vice-principal, who had charge of Student Affairs, and was responsible for the Student Athletic Association. Another staff member, responsible to Mr. Root, looked after the financial accounts of the Association. When Mr. Cox approached Mr. Root about the purchase of some needed athletic equipment, he was told that Rand High was not a "rich" school. Having been thus warned, Mr. Cox proceeded with caution in buying any items. Mr. Root had mentioned further that Mr. Cox should "call on the experience of Mr. Lawson, the equipment manager." Mr. Cox learned that Mr. Lawson had formerly been head of the boys' physical education department. In the five months Mr. Cox had been in his new position, he had asked a number of times for an "accounting of the Association balances." Mr. Root told Mr. Cox that "things are going well."

Another staff member was treasurer of the Athletic Association, taking receipts from admissions charged at the athletic contests. When cash was needed, the treasurer gave Mr. Cox and Miss Larson the money requested. Orders for any substantial list of items were initialled by Mr. Cox and co-signed by Mr. Root. Already, two incidents had occurred with sporting equipment suppliers. One store owner, "who keeps notoriously bad books," was certain that Rand High owed him \$100 but had no proof. The other supplier had recently presented two invoices for small purchases that still had not been paid. Mr. Cox had stated that these matters had been embarrassing to him.

There appeared to be no direct connection between the equipment manager and the boys' department. Mr. Cox and Mr. Lawson, the equipment manager, had discussed buying certain items of sports



equipment, but as matters stood both Mr. Cox and Mr. Lawson had purchased equipment without first consulting the other. Up to now, they had not bought items for the same purpose, but this possibility existed. Mr. Cox had always told Mr. Lawson what purchases he had made, but Mr. Lawson had not reciprocated. Mr. Cox had had to learn incidentally from suppliers what Mr. Lawson had purchased.

In drawing the diagram for this case, Mr. Cox listed the Student Athletic Association in dotted lines. He reported that "heretofore students elected to office in the Association have been considered to be holding honorary positions." In the fall, an enthusiastic campaign was conducted by the students prior to the election of officers. When the voting was over, Mr. Cox asked Mr. Root when the meetings of the Association were usually held. Mr. Root explained that there were no meetings. If student assistance was needed, Mr. Root simply called in the president and the secretary and told them that there was a job to be done. Mr. Cox had discovered that a volunteer set-up of managers, timers, and water boys was in effect. Mr. Cox felt that it was a credit to the students that they "see their duty" to Rand High and to the department, and carry on without an organized Student Athletic Association.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Do you attach any significance to the lack of knowledge that Mr. Ludlow seemed to have concerning Mr. Cox at the time of their first meeting?
2. What effect did Mr. Cox's "frame of mind" have on his approach to this new position as department head?
3. Why do you suppose Mr. Ludlow did not allow Mr. Cox to have anything to do with the hiring of his departmental co-worker?
4. What insight into this case do you get from Mr. Cox's inspection of the physical facilities, from Mr. Cox's discussion concerning the budget with Miss Larson, and from Mr. Cox's observation that the quality of the various equipment items on hand varied from excellent to poor?
5. What do you think of the plan concerning the use of surplus money that Mr. Cox suggested to Miss Larson?
6. Why do you suppose that the Student Athletic Association never held meetings? How might it have happened that students were even elected to office?

- 7 Why do you think that Mr Root didn't appear inclined to give Mr Cox an accounting of the finances of the Athletic Association?
- 8 How do you suppose that the position of equipment manager was created?
- 9 Why do you suppose the two incidents with the sporting goods suppliers had developed?
- 10 What significance do you attach to the fact that Mr Lawson did not tell Mr Cox what equipment he had purchased?
- 11 Why was Mr Cox disturbed about the fact that the student officers were called in and told when there was work to be done?
- 12 What should Mr Cox have done? Should he have discussed the problem with the equipment manager? With Miss Larson? With Mr Root? With the student officers? With Mr Ludlow?

17. Saskan High School

STAFF RELATIONSHIPS

(As reported by a physical education teacher)

In February, the Saskan Board of Education passed a motion that Mr. Tower's contract would not be renewed for the following year. Mr. Tower was the senior (in length of service) male physical education teacher on the high school staff. This action came as the climax of a series of events after a student reported that Mr. Tower had struck him. To fully understand the situation, it is necessary to review the events that led up to the dismissal.

Mr. Tower had been employed at Saskan High for six years. He had graduated from Eastern University with a major in physical education and a minor in social sciences. For three summers prior to this incident, he had attended summer school and expected to earn his Master's degree shortly. Since his arrival at Saskan, he had coached the senior basketball team to four league championships, and this year his team was again leading the league. He was well-liked by all members of the team. When asked about Mr. Tower, Bob McTavish, the team captain, stated, "There isn't anything that we wouldn't do for Mr. Tower. He has always been on the level with us and treated each team member fairly." Jim Stokes, a sophomore who took physical education classes with Mr. Tower, said, "Mr. Tower is a good instructor and is well-liked by his classes."

Mr. Tower was head of the boys' physical education department, but all physical education work came under the supervision of Miss Robson, a long-time staff member. The other two men in the boys' physical education department had great respect for Mr. Tower. Each had worked with him for four years and there was an excellent spirit and fine morale among the three teachers.

Miss Robson was a teacher in her late forties. She was very efficient and was well-liked by the girls. Her philosophy of physical education differed considerably from that of Mr. Tower. She thought inter-scholastic athletics had a place, but that place had been greatly over-emphasized. With this and other differences in

philosophy and certain personality conflicts, Mr. Tower and his associates conducted their program with a minimum amount of contact with Miss Robson

On several occasions when there had been a clash because of a ruling laid down by Miss Robson, Mr. Tower and his associates had taken their case to Mr. Waldon, the principal. Once Mr. Tower and the other two teachers had threatened to resign as a group, but Mr. Waldon guaranteed them that he would do all in his power to allow them to run their program with a minimum amount of contact with Miss Robson. Evidently there had been some discussion about making Mr. Tower the head of both departments, but Mr. Waldon could not persuade the Board that Miss Robson should be relieved after so many years of excellent service

The particular incident which led to the Board's decision not to renew Mr. Tower's contract, occurred at the end of the basketball season. The boys were preparing for the play-offs. They had the gymnasium during the season on Monday and Wednesday afternoons, while the girls used it Tuesdays and Thursdays. The girls had been eliminated from further play, so Mr. Tower approached Miss Robson. He asked her permission to use the gymnasium at least three and possibly four afternoons for the next week, just prior to the tournament. Miss Robson refused to give up the time, because she had planned to use the gymnasium on those afternoons to teach badminton. Four girls had already signed up for each afternoon

Thursday afternoon before the game, Mr. Tower called a shooting practice for his team. He put a rope across the center of the gymnasium. Miss Robson protested violently that "this crowded her four girls into one-half of the gymnasium" The senior team had a shooting practice even though she grew more angry as time went by.

It so happened that Bill Thorn was to meet his aunt, Miss Robson, at the school after her activity was over. Bill was a Grade 11 student who was intelligent but did not apply himself to his schoolwork. He often broke school rules and spent considerable time in the detention room. On this Thursday afternoon, he appeared early and joined in the shooting practice immediately. He was not a member of the team and he wore street shoes on the gym floor, which was a definite infraction of school rules. Mr. Tower noticed him and asked him to leave. As soon as Mr. Tower's attention was elsewhere, Bill returned to the floor and began shooting baskets again. This

time Mr. Tower showed him to the door and, as he was escorting him there, cuffed him. Miss Robson saw this incident.

When Mr. Tower entered his office the next morning, there was a note on his desk asking him to come to the principal's office. When he arrived at Mr. Waldon's office, Miss Robson and her nephew were describing the incident to Mr. Waldon. Bill said that Mr. Tower had hit him on the head, thrown him out of the gymnasium, and kicked him as he went through the door. Miss Robson agreed with Bill's description. Mr. Tower told his side of the story and called his team captain to the office to corroborate it. Bob McTavish agreed with Mr. Tower and added, "Bill deserved what he got. He was making a nuisance of himself. Mr. Tower had asked him to leave once and then the second time helped him to the door. He didn't hit him hard enough to crack an egg."

At the next meeting of the Board of Education, the incident was reviewed again. The Board concluded that Mr. Tower had used the gymnasium without his superior's consent and had struck a student. Under these circumstances, they had no choice but to refuse to renew his contract. When this motion was passed, Mr. Tower's two associates got up and handed in their written resignations.

At this point, Mr. Waldon jumped to his feet and protested that this was no solution. He said that these three men had given Saskan High School a fine physical education program and that this loss was far too drastic. He asked the Board to reconsider the matter. The chairman of the Board asked for a motion to re-open the matter. When this motion was approved, one of Mr. Tower's two associates, Mr. Nagel, stood up and said in a quiet voice that they would stay only if Miss Robson were relieved of the headship and if one of the men were given this responsibility in her place.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Do you feel that Mr. Tower was justified in insisting that his team be allowed to practice on one half of the gymnasium floor the day before the game?
2. What should Mr. Tower have done when Bill Thorn went on the gymnasium floor with his street shoes on for the second time?
3. Do you believe that this matter should have been referred to the Board of Education?

- 4 Do you think that Mr. Tower and his associates had acted wisely in the past when they took matters of difficulty to Mr. Waldon? Should Mr. Waldon have discussed with these teachers the possibility of relieving Miss Robson from her post as head of both departments?
5. Was the Board of Education justified in passing the motion that Mr. Tower's contract should not be renewed?
- 6 Was Mr. Nagel, Mr. Tower's associate, wise in presenting such an ultimatum to the Board?
7. Could Mr. Waldon have taken any action which would have prevented the Board from being placed in such a difficult situation?

18. Oakwood High School (B)

EXCUSES FROM REQUIRED PROGRAM
(As reported by a woman physical educator)

Mr. Robert Cramden was a successful young business man, who lived on a large farm about 10 miles from Newport, a city of about 100,000. He was manager of the local branch of a large business machine corporation, a position which he had held successfully for 10 years. Bob was interested in athletics and often served on a volunteer basis as a timekeeper at the University football games. On other occasions, he could be seen as a swimming or track official. He seemed to get a great deal of satisfaction from these public appearances; in addition, he always had the inside story (or thought he did) as to why the local team or a certain individual won or lost. He seemed to like this association with athletes and coaches. Sometimes during the year, for example, he would wander into the physical education office to pass the time of day. He often did a little needling, and he seemed to enjoy it when he got a lively discussion on athletics going. During the last war, Bob was a physical training instructor in the armed forces. One day he offered a fine pair of instructor's trousers to the physical education department head at the university, because he didn't think they would ever fit him around the middle again.

Bob had a daughter called Carol, who was 12 years old and a fairly proficient swimmer. She swam for the local Y.W.C.A. team, and Bob was always present at the home swimming meets. When the team traveled, he drove his car to help out whenever he could. Carol was a freshman at Oakwood High School.

In March, Miss Maxine Lanning, one of the two women physical education teachers at Oakwood, received a short, terse note from Mr. Cramden, demanding that his child be excused from physical education. He stated in the note that no tumbling should be done without harnesses. Until such time, he wanted his child withdrawn from "all and any tumbling routines and any other nonsensical physical contortions from which she may wish to be excused."

Miss Lanning was annoyed by the note and the way it was worded. She had been teaching the girls some very simple routines including a forward and backward roll. The class was under her supervision at all times and she herself served as spotter when any of the girls seemed to be having difficulty. No girl was forced to try any skill of which she was afraid. Miss Lanning knew also that the program was compulsory and that a student could be excused only by a written excuse from a doctor.

Miss Lanning learned from Carol that the child had told her father of an injury to another girl in the class. In a note to Mr Cramden, she explained how this occurred and informed him that the injury was very slight. She said that advanced routines were attempted only on a voluntary basis. She mentioned that it was not customary to use a harness for such simple stunts. In conclusion she pointed out that a medical certificate would be necessary if Carol were to be excused from further participation in physical education.

Mr. Regan, the principal had been shown Bob Cramden's original note and also the reply. He told Miss Lanning that Carol should continue with her physical education classes. If she heard anything more from Cramden he should be referred to the principal.

In the meantime, Bob Cramden had gone to see one of the members of the Board of Education Mr. Bovard. Mr. Bovard listened sympathetically to the story about the injury and the need for harnesses. Mr. Cramden told him that he was experienced in such affairs and that he simply did not trust his daughter in the hands of such a "green" woman teacher. Mr. Bovard reminded Mr. Cramden that the subject was a compulsory one right through high school. He said that Miss Lanning had been well recommended to the Board. He suggested that this matter was rightfully a subject to discuss frankly with Mr. Regan and Miss Lanning.

Having gone this far and evidently not wishing to back down on his original stand, Mr. Cramden appeared unannounced at Oakwood High School on March 28th. He went to the principal's office and repeated his demand that his daughter be excused from this sort of "nonsensical physical contortions" unless harnesses were used at all times. Mr. Regan was polite but adamant. He sent word to Miss Lanning that Carol's father was in the office to talk over the matter. As she walked to the principal's office, Miss Lanning wondered what to say.

SUGGESTED QUESTIONS FOR DISCUSSION

1. What do you think of Mr. Cramden?
2. Should Miss Lanning have been annoyed at receiving such a note?
3. Did Miss Lanning follow the correct procedure in this situation by sending a note in reply?
4. Should Mr. Bavard have been present at any meeting that was held?
5. What should Miss Lanning use as an argument against a man who she knew was very interested in athletics?

19. Pineville High School

FORMING A NEW CONFERENCE
(As reported by Gilbert Lawrence)

In March, Gilbert Lawrence, a senior physical education major at Northwood Teachers College met Mr Steadman the principal of Pineville High School for an interview for a job as boys physical education teacher Mr Steadman was accompanied by two of his board members, Mr Kye and Mr Patten These gentlemen said little, leaving the progress of the interview mostly to Mr Steadman

This interview was the third in three days for Gil It was soon evident that this one would be quite different from the two others Mr Steadman had the job responsibilities completely written out with a sample timetable attached The position included teaching all of the boys' physical and health education classes There seemed to be no room for misunderstanding and Gil was impressed Several days later, Mr Steadman phoned Gil and offered him the position which he accepted

During the latter part of August Gil went to Pineville in order to have plenty of time to get oriented before school began Pineville was a town with a population of approximately 4 000 The school which was a district high school had an enrollment of 430 students Thirty per cent of these boys and girls came from the town the remainder coming from the outlying areas by bus The physical education facilities were for the most part not more than 5 years old It appeared to be a very acceptable situation for a first year of teaching

Although Mr Steadman had mentioned the different sports in which Pineville fielded teams there had been no discussion of any league that the school played in As it turned out, there were no formally organized leagues Some time before a particular sport season was to start, one school (whichever was the most "eager") called a meeting for all interested schools The previous year, Soon erville Tech had not been invited because they had been "too rough for the league" At this meeting a schedule was drawn up and sent

to the District Athletic Association office. There was little or no continuity to the inter-school program, and it was extremely difficult to plan very far in advance.

During the latter part of January, Gil began to think about his second year. The District Athletic Association had a ruling by which schools with a student population of over 450 were classified as "A," and schools under 450 were classified as "B." He knew from a conversation with Mr. Steadman that Pineville would be an "A" school next year. The conference had, however, allowed Inco and Sooner-ville Tech to remain "B" in order not to upset the existing "leagues." From conversations with the Inco coaches, Gil learned that Mr. Boston, their principal, was determined not to have Inco move into the stiffer competition, particularly against Waring, the perennial champion of the Tri-County League.

After another conversation with Mr. Steadman, Gil decided to talk with the District Athletic Association's general secretary, Mr. Lorenz. Gil was anxious to get a more permanent league, even though he and Mr. Lorenz realized that some schools might suffer temporarily. Mr. Lorenz suggested that if Gil called a meeting of all the schools involved, he would be glad to attend and give any help possible.

About the first of March, an invitation was sent to all of the schools explaining the purpose of the proposed meeting. Several charts and diagrams were enclosed with the invitation, and the representatives were urged to familiarize themselves with these to facilitate discussion.

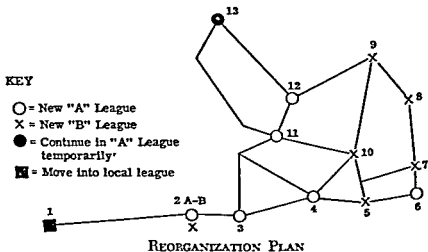
During the meeting with Mr. Lorenz, three points of interest were brought to light. First, West Point could be accommodated easily in another league composed of schools of similar size, this would involve less traveling. Second, Seaton was unhappy about the distances that had to be traveled in the Tri-County League, but no other more suitable "A" league was available. Third, a notice of motion was to come up at the spring meeting of the District Athletic Association, forcing schools with an enrollment of 450 or more to move into "A" competition. These points helped Gil, who was doing a lot of thinking about the entire situation.

The meeting of all the schools was held on the last Wednesday of March. West Point, Seaton, Poland, and Branden did not attend. The principal at Poland sent his regrets by mail, but expressed his

interest in the undertaking. After thanking those present for attending and pointing out that what he was going to say was mainly a means of giving some basis for discussion, Gil outlined a proposal. He pointed out what Mr. Lorenz had told him, and then suggested the formation of an "A" league and a "B" league. Although Gil felt that the proposed leagues would operate independently, he suggested that there should be a joint committee to discuss matters of concern to both. Such an approach would, he felt, provide a continuity to the athletic programs and would aid "B" teams that might be close to entry into the "A" category. Then Gil, as the chairman, threw the meeting open for discussion.

There was a great deal of discussion and progress was slight. Each group felt that it had to protect its own interests. The Tri-County League felt that it could not make a move without Seaton's approval. This league did, however, invite the teams moving into the "A" category to join them the following year. This would be close to the plan proposed. Mr. Boston, the principal of Inco, stated that he did not think the notice of motion before the District Athletic Association would pass. Furthermore, he wanted Inco to remain "B" for another year. It was finally agreed that Mr. Lorenz should try to make arrangements for West Point in the other grouping in its locality, and that all else would remain similar for the coming year.

The annual meeting of the District Athletic Association was held in the middle of May. Each school was entitled to one vote on all motions. After some heated discussion led by Mr. Boston, the pro-



posal was put to a vote. A large majority including Gil for Pineville voted that all schools must play in "A" competition when their school enrollments reached 450.

A week after the District Association meeting Mr. Boston phoned Mr. Steadman of Pineville and asked him to bring his coaches over to draw up new schedules. The meeting was held and the only change was that Inco replaced West Point in the western groups basketball schedule. The "A" and the "B" were still to play together but each category would declare a winner and advance to its respective play offs.

Gil was not happy with the situation but at least he could plan for the coming year. He wondered if Mr. Steadman couldn't have given him a little more active support, because he didn't feel right about "crossing swords" with Principal Boston all the time. Mr. Steadman did tell Gil that he would like to see something similar to Gil's proposal in effect but he didn't want to do anything that might hurt Mr. Boston's feelings. This was the way the situation stood when school opened in September.

There were no significant developments until May of Gil's second year. The sports were run off as scheduled. During the course of the year Gil talked to the other coaches and they all agreed that a more permanent organization was desirable. They felt that any change would have to go through unanimously.

During the second week of May Gil received a call from Dick Leonard, the coach at Waring, who had learned that Seaton had entered a league in its own district. He wanted to know if Gil could come to a meeting of all the "A" schools on the following Wednesday evening.

All the coaches were present including those from Inco. A temporary constitution was drafted and a schedule was planned for the coming year. It was agreed that copies of the minutes of the meeting should be forwarded to all principals and Mr. Lorenz. If there were any objections the principals were asked to phone Mr. McKenzie, the principal at Tyre, within a week. If no objections were forthcoming the plan would be considered final.

Gil came away from the meeting feeling that the coaches had accomplished something that would have beneficial results in inter-school sports in that area for many years to come. Mr. Steadman also seemed pleased when he read the minutes. A week before school

closed, a letter came from Tyre stating that there had been no objections. Everything would begin as planned in September, and there would be a meeting on the second day of school.

Satisfied that he could plan a fine program for the following year, Gil left Pineville to attend summer school. On July 26, he returned to Pineville for a visit. He visited Mr. Steadman and found him quite disturbed about the new plan. He had been talking with Mr. Boston, who was not happy about the new organization. He did not see how a new league could be formed without a meeting of all the principals. He felt that the coaches had stepped out of line, and he was considering Inco's withdrawal from the league. Evidently the wishes of his coaches did not carry much weight with him.

Gil returned to summer school quite disturbed. Should he try to contact the coaches by mail? Should he write to Mr. Steadman? He wondered if Mr. Boston's remarks were "the last gasp of a tornado." He shuddered a bit when he thought of the forthcoming meeting in September with Mr. Boston present.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Do you think it advisable for a group to rule another school out of an informal league?
2. Do you think a school should be forced to move into another category?
3. Should Gil, as a new teacher, have taken the initiative by going to Mr. Lorenz with the problem?
4. Should Gil have chaired the meeting and offered his proposal before asking for discussion from the floor?
5. Why do you suppose Mr. Boston wanted Inco to remain a "B" school in athletic competition?
6. Do you think Mr. Steadman should have taken a more active role in helping Gil to effect the change?
7. Do you think Mr. Boston was invited to the meeting where a new constitution was drafted?
8. Should his coaches have discussed the proposal with him either before or after the meeting?
9. Why do you imagine that Mr. Boston had voiced no objection to the plan within the allotted time of one week?
10. Should Gil take any action during the summer, or should he wait until September?

20 Central High School

PROFESSIONAL ETHICS

(As reported by a physical education teacher)

Charles Carson came to Central High as a physical education teacher and head coach in the first year of the school's operation. From the first, he was popular with the student body and most of the faculty. The principal soon discovered, however, that Mr. Carson could create problems.

Since Central was a new school, many policies had to be established. Carson caused some embarrassment by refusing to do anything that was not to his liking. He skipped faculty meetings since he considered football practice more important. He didn't bother to initial a sign-in sheet system that had been started. He never showed up at P. T. A. meetings.

Carson had definite ideas about the importance of football and sports in general in the school curriculum. He was very outspoken on the matter. His philosophy was that anything worth doing was worth doing well. He didn't feel that he should be given any other extra-curricular assignments in addition to football. He wanted to devote all his time to the development of a top-flight football team. He neglected his duties as a class sponsor, a dance chaperone, and cafeteria supervisor. A clash between him and Principal Twombly was inevitable.

Twombly called Carson to his office many times regarding his dereliction of duty. The principal was an experienced administrator, but he was somewhat baffled by Carson's good-natured refusal to live up to what Twombly considered his duties. Twombly often had been called a fine "academic" man by his associates. It was generally recognized that he merely tolerated athletics.

Mr. Dixon, the assistant principal, was a man who delighted in accepting responsibilities and then "hanging on to them for dear life." He was also athletic director, director of school recreation, senior counselor, and golf coach. As a result, he forgot appointments

and found that his duties often conflicted. Many of his mistakes were overlooked because of his pleasing personality, but he was obviously carrying too many activities at once.

The next year, Dixon intimated to Carson that he would be the man considered for the post of athletic director when he relinquished the post in a year or two. No changes were made by the end of Carson's fourth year. As a matter of fact, the superintendent had quoted Dixon as saying that he did not feel Carson was qualified to be athletic director, as he would probably emphasize football at the expense of other aspects of the athletic program.

Superintendent Blodell was an understanding man who supported any reasonable request made by the athletic department. In the spring, Carson went in to talk to him about his future. He mentioned that he did not believe in "staying put" when he was not satisfied. Since there seemed to be no immediate possibility of the athletic director's position being available, he said that he would like to try to get into college coaching. The superintendent encouraged Carson to look for such a post and thanked him for having discussed the problem with him.

Carson began to look around for a college position. Although he was interviewed for several positions, he said nothing about this to either Twombly or Dixon. He did not sign his Central contract, intending to let it go as he had done several times before. On these occasions he had signed it late in the fall. This year the office staff had been more efficient in getting out contracts and having them turned in. Since Mr. Carson had heard nothing definite about a new position, he signed his contract, with the intention of breaking it if his college post came through.

During the first week of July, someone called the Central High School office and reported that Carson had been hired by Somerville College as head football coach. Superintendent Blodell checked with Mr. Dixon, who appeared to be quite upset, since he had not even heard that Carson was considering another position. When Carson heard about this turmoil, he contacted the superintendent immediately and told him that he still planned to return to Central. Mr. Blodell thanked him for calling and said that he knew Carson would not leave Central in such an embarrassing position.

On July 18th, Carson was notified that he had been hired by Somerville College. The story broke on the local sports page. That

same day, Mr. Blodell received a note from Carson indicating that he intended to break his contract. He said that he was sorry, but that he couldn't afford to let this opportunity go by.

(For sample contract forms refer to pages 174-175)

SUGGESTED QUESTIONS FOR DISCUSSION

1. What should be done about a teacher who doesn't live up to his responsibilities?
2. What do you think of Carson's philosophy as expressed to his associates?
3. As assistant principal and athletic director, should Mr. Dixon have disciplined Mr. Carson to some degree?
4. Should Superintendent Blodell have mentioned to someone that Dixon didn't think Carson would make a good athletic director?
5. Why do you think Carson went to Blodell in the spring of his fourth year?
6. How could it happen that someone might not sign a contract before late fall?
7. Should Mr. Carson have signed his contract if he intended to break it?
8. Do you think Carson was doing the right thing by taking the college post so late in July?
9. Do you agree with Carson's reasoning that "he couldn't afford to let such an opportunity go by"?

TEACHERS CONTRACT

CENTRAL PUBLIC SCHOOL DISTRICT

THIS CONTRACT made between the Central Public School District, Rawlins Township, Welland County, State of Michigan, hereinafter called the School District, and _____

_____, hereinafter called the Teacher.

WITNESSETH: Said Teacher being certificated to teach in the Public School in said County and State hereby contracts with said School

District for the school year of _____ months commencing the

_____ day of _____ 19 _____ with vacation periods as the Board of Education of said School District shall designate, and said School District hereby contracts to hire said Teacher to teach as herein set forth, in consideration for which said School District will pay to said Teacher the sum of

_____ dollars payable in equal installments every two weeks during the said school year.

The services of the Teachers shall consist of teaching in the Public Schools of said School District, and the performance of such duties as the Superintendent and Board of Education of said School District shall designate. However, the Teacher shall not be required to perform services other than those connected with the Public Schools.

The Teacher is subject to assignment and transfer at the discretion of the Superintendent of Schools.

In case of illness the Teacher is entitled to one day of absence with full pay for each month of service performed, and such unused days shall be cumulated to a maximum of sixty days.

IN WITNESS WHEREOF the parties hereto have hereunto set their hands and seals this _____ day of _____

19 _____.

Teacher

Superintendent of Schools

TEACHERS CONTINUING CONTRACT

CENTRAL PUBLIC SCHOOLS

THIS CONTINUING CONTRACT made the _____ day
of _____ 19 _____

BETWEEN THE CENTRAL PUBLIC SCHOOLS Board of Education
(hereinafter called the Board) and _____
_____ (hereinafter called the Teacher)

WITNESSETH Said teacher being the holder of a permanent or life
certificate and having been employed at least two (2) consecutive years
by said Board, hereby contracts with said Board for the school year of
_____ school months, commencing the _____ day
of _____ 19 _____ and said Board hereby con-
tracts to hire said Teacher to teach in the Central Public Schools. Such
appointment to continue in full force and effect until the said Teacher
resigns, elects to retire, is retired, or is dismissed for a reasonable and just
cause after a fair hearing before the Board. For and in consideration of
such services for the school year 19 _____ 19 _____ the said Board
will pay to said Teacher the sum of _____

_____ dollars
payable in equal installments every two weeks during the said school year

Said Teacher shall annually, hereafter, so long as employed by said
Board, receive a supplementary contract stating the salary and leave of
absence for the ensuing school year to which said Teacher is entitled
under rules of said Board. Said Teacher shall be subject to assignment
and transfer at the discretion of the Superintendent of Schools or the
said Board. The services of said Teacher shall consist of teaching the
Public Schools of the school district administered by said Board and the
Teacher shall not be required to perform any other services not connected
with the Public Schools.

IN WITNESS WHEREOF the parties hereto have respectively set
their hands and seals this day and year above written

Central Public Schools

For the Board of Education

By _____
President

By _____
Secretary

By _____
Treasurer

Signature of Teacher

21. Nortown High School

STUDENT TEACHING

(As reported by a student teacher)

Nortown High School is a Class C training school for Adams Teachers College. The college has an enrollment of about 3,000 full-time students. Nortown is located 5 miles from the college campus and holds classes from grade 1 to grade 12. The students at Nortown might be considered typical public school children, although it has been said that they are a "tougher group" than the average. The parents of most of the students are either farmers, factory workers, or white-collar workers.

In rather direct contrast to Nortown, the college has another training school, South High, situated on the campus. South High is also a Class C school, but the students are screened before admission. South High gets the "cream of the crop," as far as social and economic standings go. Most of the college faculty send their children there, as well as the families in the higher income brackets.

Nortown and South are both in the same athletic conference, and there is a strong rivalry. The fact that South uses the College's fine new athletic facilities adds greatly to this keen competitive feeling.

The teachers at these two training schools are considered to be on the staff of the college. They must have a master's degree to start, because they act as critics to the student teachers under them. The high school staff members all have a common goal—advance to the college-staff level and a full professorship.

All college students majoring in education are required to teach one semester at each training school in their senior year, one semester in his major field, the other in his minor field.

John Mank was a senior student majoring in physical education. His first assignment was to teach seventh-grade physical education at Nortown. John had won varsity letters in both football and baseball at Adams, and he felt that this background would help him with his student teaching. His minor subjects were English and business, but he dreaded the thought of having to teach either.

John's first day at Nortown was unfortunate. He had just been introduced to Mr. Blane, his critic teacher, when Mr. Blane started to criticize his clothes. Mr. Blane advised him to get in the habit of wearing a suit, dress shirt, and tie. John was offended, but he found out later that previous student teachers had made Mr. Blane rather sensitive about this matter. Mr. Blane was athletic director and head football and track coach.

For the first few days, John just took the shower check in order to get acquainted with the students in the class that he was to take over. The class consisted of 60 boys and the gymnasium was much too small for a varied program. Mr. Blane ran the class by himself for the first three days. It soon became evident to John that the boys had no concept of discipline. Mr. Blane imposed no penalties for misbehavior and remained composed at all times. John felt that he was pleading with the boys instead of putting his foot down. John concluded he was going to have a difficult time.

When John took over the class, things were rough at first. He found out that Mr. Blane was insistent about a student teacher's using lesson plans and units. John was unhappy about the extra time that he had to spend on these lesson plans, but he could see that well planned activities were essential to a successful physical education program.

As time went on, John felt that he was getting along fine with his class and with Mr. Blane, although the five mile daily bus ride from the college was quite a chore. John disagreed with Mr. Blane over various methods, but he never expressed his feelings openly. What Mr. Blane wanted done, he did. He was not allowed to try any of his own ideas. The shirt and tie regulation was a nuisance and seemed pointless, because he changed into his gym suit immediately after he entered the school and never ate lunch there.

One of Mr. Blane's ideas was that the teacher should be dressed in the same outfit that the class was required to wear, shorts and a white T-shirt. Blane felt that this put the instructor on the same level with the students. It was a major task to get the students to wear this uniform, as some of the boys could not afford it.

Finally, there was just one week to go. Up to this time, John and Mr. Blane had only one "critic" meeting. Mr. Blane was always very formal with John and he never had a "heart-to-heart" talk with John about his teaching techniques. John felt that he was doing a

good job, but would have welcomed an encouraging word from his mentor. John prepared the final exam, administered it, and then corrected some brief papers. He gave Mr. Blane some suggested grades, but radical changes were made by the critic even though John had taught every class after the first three days. John was disappointed about this, but he didn't want to make a big issue of it.

The second semester started, and it meant that John would be assigned to teach one of his minor subjects at South. He dreaded having to teach English or business. Much to his surprise, he was assigned to teach ninth-grade physical education. He approached this situation with confidence, for he felt that if he had survived a semester at Nortown, he would certainly do well at South. His critic teacher at South was Mr. Walk, who was head of boys' physical education as well as athletic director and football coach. Mr. Walk had his affairs carefully organized. He had been at South High for 20 years.

The conditions at South High were excellent, and John was pleased. There were only 20 boys in his class, and they were all in correct uniform. They addressed him politely. There was no discipline problem, as Mr. Walk knew these boys from their first day at school. What he said, the boys did. If any boy made trouble consistently, his parents would be asked to take him out of the school. There wasn't even any trouble with dirty uniforms, as this meant a certain number of demerits.

Mr. Walk had his good points as well as his bad points. He had a critic meeting every week. He would have an informal talk with John and the other student teachers about their progress and various teaching methods, always offering valuable constructive criticism. He didn't even require a shirt and tie.

Classes were easy to handle. Mr. Walk never mentioned lesson plans or units. He had everything in his mind. When it was time for the class to start a new unit, Mr. Walk took them for the first day. After he had set things up properly, John followed with the subsequent classes by imitating his pattern. John found himself taking things easy and not so seriously. He enjoyed this experience, but he wondered if this were the ideal type of experience for a student teacher to have. When it came time for the final exams, Mr. Walk simply referred John to his files. All John had to do was check the paper and record the score.

When the year was over, John wondered which situation had been most beneficial? He wondered also if it made any difference that he hadn't been asked to teach at all in a classroom situation?

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 Do you feel it is advisable to give student teachers two different types of situations?
- 2 Could anything be done to improve the 'bitter rivalry' between the two high schools?
- 3 Why do you imagine John dreaded having to teach English or business?
- 4 Is it necessary for student teachers to dress as other teachers do?
- 5 What do you think of Mr Blane's class discipline?
- 6 Do you feel that lesson plans and units are advisable?
- 7 Should Mr Blane have accepted John's rating of the students?
- 8 Why do you think there was no discipline problem at South?
- 9 What do you think of Mr Walk's method of guiding student teachers?
- 10 Which situation had been most beneficial to John? Why?

22. Sutter Elementary School

CLASS DISCIPLINE

(As reported by a physical education teacher)

Sutter Elementary School, with an enrollment of over 1,000 students, was one of the largest elementary schools in Metropole. The school was located in an underprivileged neighborhood, which had been slowly deteriorating for the past 15 years. Each year, Sutter had a large turnover of teaching personnel.

In general, the students at Sutter were very un-coöperative, and a great deal of the teacher's effort was directed toward trying to maintain discipline. The teaching of subject matter was considered by many of the teachers to be a secondary objective of the program because of the discipline problem.

Principal Boggs was 60 years old. He had been at Sutter for 15 years, and this year he was going to retire. It was generally recognized (by the men) that he was more sociable toward the women teachers and seemed to get along better with them. Some of the teachers, including some women, mentioned that Mr. Boggs talked to them as if they were children.

It was said that a certain amount of the poor school discipline was caused by Mr. Boggs' very lenient attitude toward students who caused problems. Often when a student was sent to the office for misconduct, Mr. Boggs evidently acted as if he didn't believe the teacher's statement concerning the incident. He would often send students back to class without taking any action. Mr. Boggs took a fatherly attitude toward the children and wanted to avoid any unpleasantness either with them or with their parents.

The physical education department at Sutter consisted of four men, two of whom were Negroes. Every other elementary staff in the city had at least one woman in physical education.

Floyd Miller, a Negro, was the director of physical education. He was 30 years old and possessed a Master's degree and 5 years of elementary teaching experience. Floyd had been sent to Sutter by

the district supervisor to straighten out the "awful mess" in the department. When Floyd arrived in 19— there were two women physical education teachers one of whom had a habit of drinking during working hours Both of them resigned at the end of this year Floyd was ambitious and hoped to become an assistant principal

In September of the next year John Brooks joined the physical education staff He was 30 years old and had one year of teaching experience at another elementary school in the city John had asked for a transfer from the other school because the facilities had been old and inadequate He did not know he was coming to Sutter until the beginning of September

One of the other male physical education teachers had been on the staff for 2 years while the other was a young man who had just graduated from college

During the first few weeks of school Mr Miller mentioned to the staff that Mr Boggs had not agreed with his administration of the department on many occasions In one instance Mr Boggs objected to the fact that Mr Miller had disciplined a disorderly class by having them sit for an entire class period on the gymnasium floor Mr Boggs had said that if he would offer an interesting program, the classes would not be disorderly

During the third week of school Mr Boggs called John Brooks to the office for a get acquainted talk He had a standard story that he told to all of his new physical education teachers concerning a former physical education teacher who had used force to maintain discipline It was obvious that he didn't agree with this approach but he did not suggest any alternative methods

During the next 6 months of school John had a great deal of trouble maintaining class discipline as did the rest of the physical education staff He did however manage to achieve a certain amount of teaching success One class was unusually difficult so that one day John made the entire class stand for 30 minutes The next day one of the parents phoned and complained to Mr Boggs

Mr Boggs called Mr Brooks and Mr Miller in for a conference He was upset about the matter and said that such punishment was too much of a physical hardship on the children He pointed out that he personally would find it very difficult to stand that long

John explained the situation as best he could but Mr Miller did

not give him any support. Mr. Miller did ask if it would be permissible to have them sit on such an occasion. Mr. Boggs agreed to this suggestion. Mr. Boggs concluded the conference by advising John to consult with either Mr. Miller or himself for advice in all future disciplinary problems before taking any such drastic action.

John began sending students who were serious disciplinary problems to Mr. Boggs' office. After a few weeks, Mr. Miller came down to the gymnasium and told John that the assistant principal wanted John to take care of his own discipline problems.

SUGGESTED QUESTIONS FOR DISCUSSION

1. What do you think of Mr. Boggs' attitude toward the children?
2. Do you think John was right when he made the class stand for 30 minutes?
3. How would you discipline these children?
4. Should Mr. Miller have given John more support when they were called to the office?
5. What is accomplished by sending an unruly student to the principal's office?
6. Do you believe in corporal punishment for unruly students?
7. Why do children from underprivileged communities seem to present more disciplinary problems?
8. Should John ask for another transfer?

23 Sumner High School

PERSONNEL POLICIES

(As reported by a physical education teacher)

Sumner High School operated with a full staff that was well integrated and professionally minded. Consequently some physical education staff members were quite disturbed at the difficulty that developed in the teaching and coaching attitude of Mr. O'Brien, a first year teacher 28 years of age. Superintendent Short was an old friend of O'Brien's family and had hired him in the fall to teach science and boys physical education in the junior high school as well as some mathematics in the senior high school. His coaching responsibilities included junior high basketball and senior high track and field.

Other members of the physical education staff were Ray Bethwell, 29 years old with 5 years of experience, and Frank Carlstrom, 26 years old with 3 years of experience. Mr. Bethwell taught chemistry, physics, and boys physical education in the senior high school. In addition, he coached varsity football, basketball, and baseball. He was assisted in all three sports by Mr. Carlstrom.

Halfway through the semester, several reports were made to Mr. Short by student committees, the supervisor, and board members that Mr. O'Brien's attitude was unsatisfactory. When confronted with these charges by the superintendent before the Teachers Advisory Committee chaired by Carlstrom, Mr. O'Brien admitted his lack of interest in the fields he was teaching. He maintained that "as a physical education major, his knowledge and skills were being wasted."

This attitude was evidently having an effect on the student body, especially in athletics. One day Coach Bethwell was unable to attend a football scrimmage against East High and asked Mr. O'Brien to aid Mr. Carlstrom. During the first part of the practice, O'Brien was occupied teaching a class. The scrimmage was going fine for Sumner until O'Brien reported to the field. He began at

once to shout and criticize each boy by name. Several members of Sumner's teaching staff observed the players' embarrassment and subsequent loss of spirit. They commented on this later to Mr. Carlstrom.

One day as Mr. Carlstrom was about to enter the coaches' office before basketball practice, he overheard O'Brien say to Bethwell that he resented that Carlstrom, a physical education minor, had a "more responsible position in the athletic department" than he.

Not long after this incident, Mr. Carlstrom was assigned the bus duty of driving Mr. O'Brien and his junior high basketball team to South High for the annual invitational tournament. Thirty minutes after the departure time, O'Brien had not yet reported. Superintendent Short told Carlstrom to leave with the team and asked him to supervise warm-up drills. In the meantime, he would try to locate O'Brien. When game-time arrived and O'Brien had not yet come, Carlstrom went ahead with the responsibility as best he could. Sumner lost by a big margin and the boys were upset that their coach had not been there. Just after the game ended, O'Brien appeared and said that he had forgotten the game and had been asleep at home.

At the close of the basketball season, Mr. Bethwell submitted his resignation to become effective at the end of the school year. He listed health and a desire to enter the business world as his reasons. He strongly recommended Mr. O'Brien as the man to take his position.

Superintendent Short asked Carlstrom his opinion about Mr. Bethwell's recommendation of O'Brien. Carlstrom gave an evasive answer, but Mr. Short pressed him. He wanted to know if Carlstrom would or could work together with O'Brien. Carlstrom finally admitted that he felt his philosophy was so different from O'Brien's that difficulties were bound to arise. O'Brien's classwork had not improved, and only 16 boys had turned out for his track and field team.

When contract time arrived, Superintendent Short consulted the Teachers' Advisory Committee and the supervisor regarding O'Brien's unfavorable recommendation from the principal. As a result of these meetings, Mr. O'Brien was not offered a contract for the coming year.

In the assignment talks that preceded the issuing of contracts, Carlstrom was offered the position of department head and varsity

coach in three sports. Commenting on his "lack of full qualifications" Carlstrom refused Mr Short's offer and signed a similar contract to the one he had held in the previous year. Later he was approached on two different occasions by two influential board members with the same offer that Mr Short had made. Carlstrom refused again because of his lack of basketball experience and other qualifications.

During the summer, Carlstrom went to summer school to start work on a Master's degree. Toward the end of the session he received a telephone call from Mr Short asking him to be prepared to return to school as soon as possible. A new department head had not been secured and "someone had to start early football drills." On August 10th Carlstrom returned to Sumner and began to prepare for football practice.

About a week before school opened Mr Short drove out to the football field and asked Carlstrom to drop into his office after practice. Upon his arrival Mr Short came right to the point. No man had been hired to fill Mr Bethwell's position although a considerable effort had been made. Mr Short had learned that O'Brien was still not under contract to teach anywhere. Mr Short then asked Carlstrom if the situation had changed or did he still feel that he would have difficulty working with O'Brien—that is, if O'Brien were willing to accept the position. Carlstrom replied that he still did not like O'Brien personally but that "for the good of the school he would and could work with anyone the superintendent placed in the vacant position."

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 Do you think O'Brien was justified in having an unsatisfactory attitude because his knowledge and skills were being wasted?
- 2 Why do you imagine that Mr Bethwell recommended O'Brien to take his place?
- 3 Why do you suppose that O'Brien resented the fact that Carlstrom held a more responsible position in the athletic department?
- 4 Should Superintendent Short have asked Carlstrom if he would be willing to work under O'Brien as a head coach?
- 5 Should O'Brien have been offered another contract at the end of the school year?
- 6 Should Carlstrom have refused Bethwell's position?
- 7 Do you feel that Short's final action was a desperate measure or that he had planned to hire O'Brien all along?

24. Avon Elementary Schools

SUPERVISION

(As reported by Bob Jones)

After graduation from Sumpter College, Bob Jones took a position as football coach in a small Pennsylvania high school. Several years later, he moved to a large secondary institution in Baltimore. Although he enjoyed athletics and had considerable success with winning teams, he left public school teaching when he was offered better money in an industrial school.

Heartened by the higher salaries teachers were receiving, however, Bob later took a job as a fifth grade teacher in Avon. The field of elementary education seemed to offer a good opportunity for an ambitious person. The principal and the superintendent knew about Bob's previous experience. When he made several suggestions that might improve the physical education curriculum, the superintendent offered him the post of elementary physical education supervisor for the second year.

Mr. Smith, the superintendent, retired at the end of that year, however, and was replaced by Mr. Calvin Brown. Mr. Brown was a much younger man who had entirely different ideas about the administrative set-up of the fast-growing Avon School District. One of the first acts of the new superintendent was to eliminate Bob's new title on the basis that he was teaching classes.

As a reward for 9 years of successful coaching at Avon High School (Bob was told), Bill Robb was made athletic director. To Mr. Brown, athletics and physical education were one and the same thing. For this reason, he put them under the same department in the system.

Bob was irked about losing his title of supervisor and \$200 additional salary that went with it. He didn't seem to have any choice in the matter, so he decided to go along with the change. His feelings were helped by an \$800 salary raise that had been received by all teachers. In addition, he had received a supplemental contract as recreation director for the 2 summer months that gave him 2

months of extra pay. Mr. Johnson, the assistant superintendent in charge of elementary education, told Bob that he would no longer have to worry about purchasing equipment and arranging for transportation. This helped because these responsibilities had forced Bob to put much overtime into his job.

What bothered Bob most was that other teachers constantly stressed the point that Bill Robb looked upon physical education only as a means of developing winning athletic teams. Bob had built his program with the idea that every boy in the fourth, fifth, and sixth grades was entitled to be on some team regardless of his present ability.

The Avon School District included eight schools where classes were conducted for these age groupings. One of the first directives that Mr. Robb gave to Bob was that there would be a league with regularly scheduled games, and that the best boys should play on these teams. Bob thought that elementary athletics should be on more of an intramural basis, so he spoke to Mr. Johnson about Bill Robb's directive. Apparently Bill had already spoken to Mr. Johnson, because Bob was told by Johnson that he thought it was a fine idea. He had agreed to find the money in the budget to pay for team trophies.

Bob reminded Mr. Johnson that in a conference at the end of the last school year, they had agreed to include the third grade in this program also. Because of this inclusion, Bob was no longer to have the responsibility of monitoring the study hall in the high school. This problem was soon settled by a directive from Mr. Brown stating that Mr. Beal, the high school principal, would need Bob as a study hall monitor for 2 hours each morning.

Although disillusioned over the turn in events, Bob thought the best thing was to sit down and work out the best schedule possible under the circumstances. His task was to teach physical education to the boys and girls of grades 4, 5, and 6 in the eight elementary schools. He talked over the problem of working out a schedule with Mr. Johnson, who had charge of elementary education. Bill Robb, however, called a meeting of the athletic department. Just after the meeting, he mentioned to Bob that the two of them would have to get together to work out a schedule for Bob. Bob, of course, already had a schedule worked out, but he couldn't catch up with Bill Robb to discuss it until the first day of school.

On this Monday morning, Bill said he was too busy to go into it at the moment. He told Bob to go out to Whitmire School and start classes, and they could discuss the schedule later in the day. Bob was in a quandary; he knew by experience that to start classes without notifying the principal and the teachers beforehand was to invite trouble. The physical education schedule had to be co-ordinated with schedules for other special subjects. After vainly trying to explain this to Bill Robb, Bob went out to Whitmire, hoping all the while that he wouldn't run into Mr. Thompson, the principal.

Having been on good terms with the teachers in the past, Bob got by for a few periods by explaining the situation to the various teachers as best he could. Everything went quite smoothly until he went to Miss Crandall's sixth grade class. When Bob appeared, she went right to Mr. Thompson. He was very upset about Bob's unexpected appearance and told him that he wouldn't stand for his "barging in" whenever he felt like it. Bob tried to explain, but he left Whitmire School feeling a complete fool.

Bob returned to the office of the athletic director and told him what happened. He was hoping that Robb would let him use his own schedule. Bill, however, only called Thompson "an old goat" and told Bob to meet him after lunch to work out the schedule. At that time, Bill made it clear that he was now in charge of Bob's program, and that he was going to devote some of his free time to teaching elementary physical education. Bob figured that at last his load was going to be lightened a bit, as Bill had only two class assignments.

Once again Bob was wrong. In fact, as the schedule evolved, it was even worse. Not only did Bill assign Bob to all the eight schools, but in some cases he told him to teach the third grade, too.

Bob ran into another problem. The previous spring he had ordered ample equipment for the entire elementary program. As it turned out, however, there had been a great turnover of teachers in grades 7 through 12. Many of the departing teachers had failed to order equipment for the fall term. When the equipment that Bob had ordered came in, it was put in the supply room. Under a new policy instituted by Mr. Brown, Bob would have to get a requisition countersigned by Bill Robb in order to check things out for his classes. When he went to Bill, he was told that much of this equipment would have to be used by the junior and senior high schools because

of the laxity of the departing teachers Bob ran his program with the bare essentials and found that no further equipment was forthcoming

In the spring Bob began to plan for the annual elementary school field day, which had always been one of the highlights of his program. Bob reminded Bill about this event in March and asked him if he should go ahead with the arrangements. It was a complicated affair, as a preliminary meet was held at each school to determine the finalists for the big day. Bill told him to run the preliminary meets and that he would take care of the arrangements for the field day itself. A week before the final day Bob happened to meet the bus foreman and asked him if he were all set for the big occasion. The foreman was quite surprised and said that this was the first thing he had heard about it.

Meeting with Bill the next day to discuss the plans Bill told him they would have to decide on what events were to be run off. Bob was staggered, because he had already conducted most of the trials at the various schools in the same events that had been used the previous year. Bill changed most of the distances lengthening them to the point where they violated the recommendations of the state high school athletic association.

Despite Bob's fears, the meet was run off successfully. Bill phoned the results to the newspaper. When the story appeared it stated that the meet was conducted by the athletic director with the help of the elementary physical education instructor.

When the school year ended, Bob was quite discouraged. Should he go to the superintendent and tell him what a farce the program had been, or should he simply look for another job?

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 Should Bob Jones have protested to the superintendent immediately after he learned that his title of supervisor had been dropped?
- 2 Should an elementary school physical education program be under the guidance of the athletic director of the system?
- 3 Should Bob have refused to go to a school before the principal was notified by Mr. Robb?

- 4 *Should Bob have asked Bill which classes he was going to teach?*
5. Could anything have been done by Bob about the division of the equipment that he had ordered?
- 6 *How could Bob have clarified the division of responsibility in planning for the field day?*
7. What should Bob do to improve his situation for the coming year?

25. Jensen Junior High School

INTRAMURAL ATHLETICS (As reported by Roberta Martin)

Two years after it was built, Jensen Junior High was overcrowded with an enrollment of 2,100 students. To accommodate this number of students, another junior high school was being constructed to be ready in 18 months. At present however, the seventh and eighth graders were attending school on half day sessions while the ninth grade students went to school for the entire day. About 90 per cent of the students commuted by bus.

Because of difficulties in scheduling only the eighth and ninth graders were offered regular physical education. Intramural activities were conducted in both the girls' and boys' departments. Inter school basketball and track were offered to all grades, while inter school baseball was available to the ninth grade boys only. There were two men and two women on the physical education staff. Three other faculty members helped the regular male physical education staff members with the athletic coaching for which they received extra compensation.

The gymnasium was regulation size, but it was necessary to divide it with a folding door. The outdoor facilities were adequate.

The working relationship between the girls' department head, Miss Martin, and the boys' department head Mr. Wilson had been extremely good. Prior to the basketball season, Miss Martin and Mr. Wilson had a meeting to decide what times each would need the gymnasium after school hours for either varsity coaching or intramural athletics. Since both halves of the gym were needed to run a practice successfully, or to accommodate the large number of girls who would be participating in intramurals, it was decided that Miss Martin would use the entire gym once a week. The three boys' basketball teams would practice the other days. Miss Martin would have liked to have had the use of the facilities two nights a week, but she realized how difficult it was for Mr. Wilson to find

practice time for three different teams. Because of this arrangement, it was impossible to schedule basketball on an intramural basis for the rest of the boys until the varsity season was over. By this time, a good bit of the enthusiasm had been dissipated.

During the spring, Mr. Wilson decided that something had to be dropped. There simply were not enough facilities to offer a program for all the students. Since intramural basketball involved approximately 300 boys and girls, he decided that the facilities should be used for this group rather than the 45 boys on the three varsity basketball squads. A memorandum went out to the rest of the faculty, recommending the elimination of varsity basketball because of the lack of facilities. A meeting was called so that all interested parties could discuss the matter and possibly present a further recommendation to the principal.

The meeting was attended by the principal, the two assistant principals, the three teachers hired to help with the coaching, and the two men and the two women of the physical education staff. Mr. Benson, a classroom teacher who coached the seventh grade basketball team, was strongly opposed to Mr. Wilson's recommendation. If "something had to go," he felt it should be the intramural program, as he believed that there was little value in it. He stressed that the boys who participated in varsity sports achieved a much greater satisfaction and a finer educational experience. He pointed to his own case, as he had been a varsity track man in high school and college.

Miss Martin tried to point out to Mr. Benson that the first responsibility is to the larger number of students. She used the analogy of the physical education triangle, or pyramid, to explain her point. She stressed that the base of the triangle is formed by all the students learning basic skills and knowledges in required physical education classes. The middle section consists of intramural athletics, where the majority of the students should have an opportunity for a competitive experience at their level of ability. She agreed that the more highly skilled should have the chance to compete at their level too, but in this case it seemed impossible. If something had to be eliminated, she said that they, as educators, had a responsibility to work from the bottom of the triangle to the top.

Mr. Wilson spoke and said that it was a very difficult recommendation for him to make, because he believed strongly in varsity

sports. He reasoned that perhaps the needs of all the boys could be met through intramural competition, because these boys were not yet highly skilled. They had no elementary physical education program behind them, and they had a backlog of skills to make up before they could compete on even terms with other junior high schools in the area.

Principal Glander stated that he wanted to let those faculty members concerned with this problem make their own decision. He could see both sides of the question, but he couldn't see an answer. The two assistant principals nodded their heads. Mr. Glander concluded by mentioning that he had received a phone call from Mr. Jackson, the high school basketball coach. Mr. Jackson was upset that the staff was considering the dropping of varsity basketball. He said that he was having a hard enough time as it was developing a good high school basketball team. Jackson was afraid that his position would soon be in jeopardy because of this proposed move.

Mr. Haggerty, the other male physical education teacher, pointed out that inter-school competition for junior high school students was a controversial subject anyhow. The American Association for Health, Physical Education, and Recreation had gone on record as being opposed to competitive athletics at this level, as had other educational groups.

Mr. Wilson, who was chairing the meeting, suggested that the group take a vote on the subject. He could see that there was going to be some bitterness over the issue, and he wanted to keep peace in what had been a "happy family." Finally, he asked if anyone couldn't think of a solution whereby all interests would be satisfied.

SUGGESTED QUESTIONS FOR DISCUSSION

1. What influence should the construction of a second junior high school have on this problem, if any?
2. Should required physical education be made available to the seventh grade students also?
3. Should faculty members receive extra compensation for coaching duties?
4. Why should the girls be restricted to only one afternoon a week for use of the gymnasium?

5. Should the principal and the assistant principals be involved in the final decision?
6. What do you think of Miss Martin's argument as opposed to that of Mr. Benson?
7. Are inter-school athletics desirable at the junior high level?
8. Can you think of a solution to this problem?

26. Forest Lanes School

EVALUATION AND GRADING
(As reported by Miss Newland)

When Miss Newland went to the Forest Lanes School for her first job, she was impressed by the school and the community. Everyone was friendly and helpful.

The girls' physical education program, which had been established 15 years before, consisted of two high school classes, a ninth grade class, a combined seventh and eighth grade class, and fourth, fifth, and sixth grade classes, which met on alternate days. The classes were small, and Miss Newland liked the variety offered by the combined elementary, junior high, and high school program.

When she started teaching, Miss Newland was told that she was expected to grade the junior and senior high school students each marking period. The elementary students received no grade for physical education. As the year progressed, she found that the boys were not graded at all. They received only a credit or non-credit rating at the end of the semester. When she inquired about this, she was told that the grades would help with discipline and other problems that came up in the girls' classes. She learned also that the girls had always been graded since their program had been established.

Two years after Miss Newland arrived, the boys' instructor started to give the junior high boys a letter grade at the end of the semester, instead of a credit mark. In this year, a new man was added to the boys' staff, and he graded either credit or non-credit for his ninth grade class. The new man took over the physical education for the elementary boys, but no grades were given to them.

Each year since she had been on the job, Miss Newland had received some complaints from students that their gym grades had kept them off the honor roll. The girls felt that it was unfair for their gym grades to be averaged in when figuring the honor roll, because the boys didn't have a mark to be averaged also. The honor roll was

important to them, and the names of the students making it were published in the local newspaper. In addition, students who made the honor roll three out of four periods in the academic year could be excused from one of their final exams. Honor roll students received free passes to the local theater and a certificate of achievement at the annual Honors Assembly in June. Miss Newland also learned that the students received no credit toward graduation for physical education, although these grades were averaged in with other subjects.

Miss Newland felt that physical education was an important subject in the curriculum and should have the same status as other subjects. She reasoned that the grades given each marking period were a step toward this objective. She became annoyed when other teachers asked that girls be excused from physical education to make up tests or to take part in other activities.

One day, after turning her grades in for the previous marking period, she began to think about the hours spent with this task. It bothered her that the men in the department spent almost no time on this at all. She put as much time or more into planning the girls' program as the men did in planning their work.

Her dissatisfaction with the "double standards" became so great that she decided to approach the principal on the matter. She didn't know whether to ask if she should be allowed to adopt the credit or no-credit system, since she felt that grades do little toward settling discipline problems. On the other hand she believed that grades helped to give her subject status. She wondered if it would be right for her to argue that the boys' department should institute grading each marking period also. She realized that this would not be looked upon very favorably by the men in the department.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Should students be given regular academic credit for physical education?
2. Why do you imagine that no grades were given to the elementary pupils?
3. Why do you think the administration allowed this set-up where a "double-standard" existed?

- 4 If a grade is given what should be considered in the evaluation?
- 5 Do you feel that grades have an effect on class discipline?
- 6 Do you think that Miss Newland should attempt to rectify the situation so that the boys would be graded also?
- 7 If so, how should she go about it?

27. Rawlins High School

LEGAL LIABILITY

(As reported by a high school teacher)

Miss Bolling was hired in April as girls' physical education teacher at Rawlins High School. She was just completing her senior year at Boardman State Teachers College, where she was a good athlete with interest and ability in most sports. Although not a large individual, she was energetic and commanded the respect of the students.

From the time she started at Rawlins, she became instrumental in initiating an interesting and varied program for the girls. Previously, the program had consisted of only a few games. A few girls, as might be expected, were not overly impressed by Miss Bolling. They were not fond of physical education and felt that they were being overworked in class. Their participation was usually as passive as possible.

Miss Bolling made an attempt to treat all the girls fairly. What one had to do, all of them had to do. She showed no partiality. Miss Bolling's treatment of students earned her the respect of the students to the extent that some of the teachers sent their discipline problems to her.

Irene Skowron was sent to Miss Bolling by the study hall monitor because of her misbehavior. Since she arrived very early in the class period, Miss Bolling told her to dress for gym (which she hated) and join the girls on the playing field.

This particular playing field had been created by dumping fill in a low spot behind the school. Occasionally, below surface currents caused a sinking of the surface in spots. This possibility was known and careful checks were made to block off any such areas, until they were repaired.

When Irene arrived at the play area, she was chosen by one of the captains. After playing conscientiously for a while, she began to "showboat" and make a travesty of the game. Miss Bolling noticed

this and replaced her immediately with the intention of further disciplining her

Just then Miss Bollings attention was diverted by another problem with one of the other contests. As she was looking after this matter, a scream was heard from one part of the field. Irene had wandered off and stepped in a hole. Her leg appeared badly hurt.

First aid was administered and she was taken to the hospital for treatment. The final diagnosis was that Irene's fibula was fractured just above the ankle.

Upon receiving this news Mr and Mrs Skowron consulted their lawyer who advised that suit citing neglect should be brought against the teacher. The school board furnished Miss Bolling with a lawyer. During the trial the prosecution attempted to show that it was the neglect of the instructor that caused the incident. It was stated that the teacher had a responsibility to see that the playing area was free of conditions where a student could be injured. The point was made that Irene should not have been in that class at that time.

The jury decided in favor of the teacher because the injury had been incurred when Irene went into an area forbidden to students. On the second count, the teacher was within her rights because it was customary at Rawlins to ask other teachers to assist with disciplinary problems.

Because of the unfavorable publicity of the case Miss Bollings contract was not renewed for the following school term. Miss Bolling was upset at this turn of events but she reasoned that it might be better to start another career in a different community.

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 Do you think problem students should be sent from the study hall to the gymnasium?
- 2 How should a dangerous area be blocked off?
- 3 Do you feel that Miss Bolling was negligent in any way?
- 4 Why do you imagine Miss Bolling's contract was not renewed?
- 5 Should Miss Bolling have accepted the final result of the situation?

28. Bolton High School

SUPERVISION

(As reported by the woman physical education teacher)

Bolton High School, located in a rural community, needed a new staff member. Several applicants were interviewed, and the position was offered to Bob Franklin. Bob was a likable chap, who had just graduated from college the previous June. The Board of Education was well satisfied with his credentials. After the choice had been made, the Board members were even more impressed as to the wisdom of their choice by Bob's wife Mary, who was attractive and friendly. Everyone felt that they would "fit" into the community, and they were immediately accepted by the community of Bolton after their arrival. They attended one of the local churches, and Bob became a member of the choir. Bob was very witty and was often called the "life of the party."

Because Bob had a minor in physical education, he was asked to coach basketball and baseball. He was to have a full teaching load during the regular school day. As the school year progressed, complaints were often heard about his method of teaching. He was not getting his subject across. The students said that most of the time was spent "just gabbing about anything—mostly sports."

In the meantime, Bob had become quite the "Good Joe" in town. He entered many of the community affairs and even had an "in" with some of the Board members. Because he was so well-liked, the complaints about his teaching went unheeded. There was no adequate teacher supervision, so that Bob received no help as a beginning teacher. The students "griped," but soon forgot their specific grievances, because they liked him so well. Toward the end of the year the football coach left to take a better position. Bob was asked to coach football, also.

Mr. Franklin, the principal, did not feel that Bolton High was very progressive, because they did not have a physical education program. Bob heard about this from him, and immediately began laying

the ground work. He stressed the importance of the program to the Superintendent, Mr. Canton. Mr. Canton was conservative and did not help push the idea.

Bob then took another course of action. He approached his friends on the Board of Education. Finally, 2 years later, the Board agreed to add physical education to the program on a small scale. It was to be offered only to the boys one hour a day as an elective.

Bob continued to teach some academic subjects. The better students continued to express their dislike for his teaching methods, because they didn't feel they were learning anything. The same students might "back him up" in another situation, because "you just couldn't help liking him."

By this time, the girls also were demanding a physical education program. It was agreed that the next year a full program would be organized. The girls had the use of the gymnasium in the mornings, and the boys would take over the facility in the afternoon. Miss Simmons was added to the staff to teach girls' physical education.

Bob received another honor. He was voted class sponsor for the graduating class. According to the co-sponsors, he gave them very little cooperation. They said that he usually "passed the buck." The rest of the faculty noticed this, but no one seemed to hold it against him.

During Bob's third year he was relieved of the responsibility of coaching football. Another staff member was assigned this duty, and track was added to the list of interscholastic sports. Bob continued to coach basketball, and that winter his team showed unusual promise. They won a large percentage of their games, and it looked as if they might win the district championship.

Unfortunately, Bob's laziness was becoming apparent in his coaching duties, also. He started the season in a most efficient manner. He drilled the boys hard until their basic plays were perfected. One of the male staff members made the remark that Bob had the ability to go a long way as a basketball coach. As the season progressed, however, Bob slackened his effort even though the pressure to win was mounting. He would arrive late for practice, watch the team for a while, give them a little advice, and sometimes leave early.

The week of the district tournament he really let the team down. He didn't show up even though the boys came to practice night after night. They would shoot for a while and then leave because

the coach wasn't there. This team with a lot of potential was eliminated early in the tournament. A number of comments were made about Bob, but people soon forgot the basketball season.

During Bob's fourth year at Bolton, he was given a free period to take care of his duties as athletic director. His workload consisted of one classroom subject, a study hall, and three physical education classes. Since his free period was in the middle of the morning, he always went to the school kitchen. This was common practice and acceptable if a teacher had a free period. He would complete his duties such as counting gate receipts, interviewing sporting goods salesmen, or writing letters. After this, he usually chatted with anyone available and forgot the time. He was habitually ten or fifteen minutes late for his next classroom period. Often in the afternoon when he was supposed to be in the gym or on the athletic field, he would go to the nearby drug store. The teachers and students talked about his frequent absences, but nothing was done. It was even disclosed that he was meeting board members at the drug store for coffee during school time.

During this year, Bob's absences from gym classes were not "setting so good" with the boys. They still liked him, but they were finding his laziness difficult to overlook. The first-year students were asked to write essays on the subject "What I Like and What I Dislike about Bolton High." One of the fellows stated, "I wish Mr. Franklin would spend more time in my gym class, so I can learn something."

Bob's trips to the drug store became more frequent, and sometimes he just stayed in the coaches' room. He would use upperclassmen to keep order, hand out equipment and baskets, and referee games. Because so much equipment was lost or stolen (and often broken), the girls' physical education teacher became disturbed. The money to replace this equipment could have been used to add new sports to the over-all program.

That year Bob had a terrific basketball team, which won the league championship and went on to take the district title. The student body and the town were greatly excited about having a winning team. The team was rated very high in the state, and many people predicted that they would at least take the regional, if not the state, championship. But after winning the district title, Bob lost interest. It was rumored that he told the fellows that he was satisfied with winning the district championship. They had defeated a very

powerful team in the finals—a team from a larger school that was a perennial champion. But since they had defeated Rumsey, the town was confident that the boys would go far in the regional tournament.

Maybe the pressure had been too great. Bob had been working long hours all year trying to complete a new home. Whatever the reason, his interest had vanished.

Bolton lost most disappointingly in the first game of the regional championships to a team that was obviously inferior. To make matters worse, the score was lopsided. Many were disgusted and disappointed according to the remarks passed for the next few days.

Bob was slowly losing his prestige in town. The students still liked him, but the former admiration was gone. In informal faculty gatherings there was considerable criticism of his actions. His conference free period was changed to another hour so that he wouldn't always be late for his classroom assignment. Pressure was brought on him to do a better job with his physical education classes. For a time he improved, but by the middle of the winter he was back to his old habits again.

SUGGESTED QUESTIONS FOR DISCUSSION

- 1 Should Bob have received some sort of supervision during his first few years of teaching?
- 2 Should friendships exist among board of education members and faculty?
- 3 What should the co-sponsors (or the students) have done when they failed to get any cooperation from Bob?
- 4 Whose responsibility is it to see that Bob coaches the basketball team adequately?
- 5 Should Bob leave the building during regular class hours? Would it make any difference if he were meeting members of the board?
- 6 What steps could be taken to see that Bob gets to class on time?
- 7 Should Bob have been condemned because his team lost out in the first game of the regionals?
- 8 How can a better program be secured for the boys?

29. Morgan High School

TEACHER-STUDENT RELATIONS

(As reported by the woman physical education teacher)

Morgan High School had an enrollment of approximately 700 students, a great majority of whom traveled to school by bus. The superintendent of schools in this city was Mr. Alexander, who had been in this position for 4 years. In the 12 years previous to his arrival at this post, he had held 11 different positions. He was a very impulsive man. When he came to take up his office at Morgan High, he found a faculty with high morale. The previous superintendent had been well-liked and an outstanding citizen in the community. Mr. Alexander let it be known that he saw many educational practices at Morgan High that were "out-of-date." He made some drastic changes in class scheduling, in the appointment and duties of a number of faculty members, and in general and specific school policies.

Mr. Curtis, the high school principal, was congenial, kind, and easy-going. He was trustworthy and assumed that everyone else had this quality. He seemed to believe that if you closed your eyes to problems, they would not exist. Much of his time was spent in the office making decorative notices for the student bulletin board. He was lax in disciplining students. If, for example, a student skipped school, the principal might pat him on the head and tell him to be good in the future. The student might then agree to this and exit laughing. Some students talked back to him arrogantly and "got away with it." Many of the students had no respect for him. Some members of the faculty felt the same way.

Mrs. Gibbs, aged 24, was the girls' health and physical education director at Morgan High. She was enthusiastic and conscientious about her work. Many of the students confided in her and discussed their personal problems.

In April, Flora Shiebler enrolled in Morgan High. She was a 19-year-old junior. Her family moved often because her father was

a transitory construction worker. She was "going steady" with a 37-year-old man who lived with the family in a trailer about 7 miles outside the city limits.

Flora was a straightforward and bold individual. On her first day at school, she told the principal to "keep his nose clean" of her affairs when he asked for her home address. When the English teacher accidentally mispronounced her name, she told her to go back to school and learn a bit more.

Flora was in Mrs. Gibbs' physical education class, which met twice a week. When she asked to be excused from class for the second time, she was advised to see the school nurse. She did not come back to class that day. Upon checking with the nurse, Mrs. Gibbs discovered that Flora had not reported to her. One of the girls said that Flora had gone downtown after she left class.

A short time later, Flora said she had a toothache and wanted Mrs. Gibbs to give her a pass to leave the building. Mrs. Gibbs explained that only the principal and the school nurse could issue building passes. Later that day, Mrs. Gibbs learned that Flora had been to the nurse and had received a pass to go to her family dentist in a nearby town. Flora mentioned his name to the nurse. Mrs. Gibbs thought it unusual that a family dentist would be established already, since Flora's family had just recently moved to Morgan.

She mentioned to the nurse that some of the girls were worried about a rumor that Flora smoked cigarettes that were "drugged." In addition, Flora had been missing school quite often. Mrs. Gibbs learned that she spent much of her time in the local "teen-shop." It was rumored that she had bought some expensive pills for which she had a prescription, paying \$10 for eight of them. Several of the school girls told their parents that she had bragged about the pills.

Upon checking with Flora's "family dentist," Mrs. Gibbs learned that Flora had not been to him for a visit. She hadn't even been listed for an appointment, and the dentist had never heard of her.

Mrs. Gibbs realized that she should not jump to conclusions, but she could not help wondering about the possible truth of the rumors. She decided to see the school nurse again. After talking the matter over at length, they decided to take their suspicions to the principal. This was one week after Flora had entered the school as a new student.

Mr. Curtis listened to them attentively. Mrs. Gibbs thought the

matter worth investigating, although she agreed that it might be a matter of circumstantial evidence. The school nurse concurred in this opinion. Mr. Curtis asked Mrs. Gibbs if she would be willing to follow up on the case. She stated that she would do anything possible to help, but she did not want her name used. She was afraid that it would mean being disloyal to the confidences placed in her by students who had informed her of the situation. He said he understood.

The next morning Mr. Curtis called Mr. Ford, the detective for the State Police, and explained the situation. He came to the school immediately and talked to Mrs. Gibbs, the school nurse, and to Mr. Curtis. It was decided that it would be better not to say anything to anyone, not even the superintendent, until some concrete proof was available. Mr. Ford felt that they had to get some evidence, and that it should be determined whether Flora still had any of the "pills." Mrs. Gibbs was asked if she would cooperate with the State Police by obtaining Flora's purse during a gym period. They wanted to check it without Flora's knowledge. Mrs. Gibbs wasn't certain that she should be involved in this way, and she didn't know what to do.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Do you get an insight into the problem from the character description of the superintendent and the principal?
2. What is the basic problem in this case?
3. Is Flora's age of any significance?
4. Was Mrs. Gibbs right in going to Mr. Curtis?
5. Should Mr. Alexander have been consulted before going to the State Police?
6. Why do you suppose the police asked Mrs. Gibbs if she would help?

30. South Bay High School

COACH PLAYER RELATIONS

(As reported by the basketball team captain)

South Bay High School is located in the town of Grayling which is the business and shopping center of the surrounding rural area. The population of the town is 4 000 of which number 220 are students at the high school. Four varsity sports are played regularly: football, basketball, winter sports, and baseball.

The entire program was administered very carefully by the principal, Mr. Rogers, who had served many years as a coach before assuming an administrative post. The faculty was composed of seven men and four women. Six of the seven men had coaching experience although they weren't all holding coaching assignments. Mr. Rogers ruled the school's athletic program "with an iron hand." He had recently been elected Secretary of the State Athletic Association and felt this responsibility keenly. Many townspeople still talked about his outstanding record as an athlete when he was a student.

South Bay High had reached the point where athletics were a most important phase of high school life. For a period the records of the teams hadn't been very impressive although the prior school athletic record had been excellent. Now with a good record from the previous year, the whole town was more interested and looked for a good year.

The townspeople were not disappointed as the football team fought its way to the state championship in its class. Mr. Gary, the football coach, was in his second year at South Bay and could do nothing wrong with such an impressive record "under his belt."

When the basketball season came, Mr. Cole, the basketball coach, was expected to produce a winning team as well. The first five players from the previous year were back, which meant that prospects were excellent. Coach Cole was in his third year as basketball and baseball coach, having assumed this post immediately after graduating from college. He had gotten off to a bad start his first

year, but this was not entirely his fault. There was little interest in sports at that time, and the facilities and equipment were inadequate. Team morale was low and team discipline was poor.

Sensing the situation, Cole had started a "get-tough" policy, which may have been necessary but which didn't go over very well with anyone. The regular players resented being "pushed around" and being forced to abide by his training rules. He found it necessary to bench many of his players who had been "stars" the year before he came to Grayling. In their places he used freshmen and sophomores of lesser ability who were willing to work hard for him. At the end of his first year, the team had a losing record (8-11), but things looked good for the future because of the youngsters' potential.

Needless to say, Cole's first-year policy had brought much unfavorable reaction from the players left out, the alumni, and subsequently even Principal Rogers. Cole and Rogers argued quite a bit when Cole asked for better equipment, or when Rogers tried to tell him how to coach. Cole seemed to be temperamental on a number of occasions and told people with responsible positions to "keep their noses out of his business." Even though his team did have a winning season his second year, some people still didn't like him very well. Their respect for him increased however.

With such good talent the third season started well, but the boys were expected to improve considerably as the season progressed. They won 4 of their first 5 games. Instead of improving, however, they seemed to be having more trouble with each game. They looked especially poor against weak teams. Coach Cole figured that he knew the reason: the boys weren't playing together unless they really had to in order to win. The team members were fairly friendly off the court and seemed to get along well. A good attitude was apparent during practice sessions, also. When they played a game, however, Bob Sands and Al Snyder wouldn't cooperate with the rest of the players. They tried to do all the scoring and left the defensive work to the others. Cole tried to develop team unity, but it didn't seem to be improving.

One evening the coach visited the team captain, Mike Clark, and asked him to help solve the problem. Cole knew that the captain was liked and respected by all the players and was a good team leader. He figured that Clark could do much to bring the team

members closer to each other, and could perhaps encourage Snyder and Sands to play more cooperatively. Clark agreed to do what he could. They discussed the situation at length. In the games that the team was winning easily, Sands and Snyder would start playing for themselves, although Sands would work with the captain, also. Snyder was the biggest offender. The coach felt that he couldn't bench him, because he was so much better than the available substitutes. He was averaging about 13 points a game and was rebounding well. When Snyder wasn't in the line-up, Sands wasn't so much of a problem and played well with the team. He was averaging twenty points a game and was the team's play maker. Coach Cole and Mike Clark agreed that South Bay had a good chance to make the state tournament, if they could just solve this problem.

During the next week South Bay lost a league game by 2 points after "blowing" a 10-point lead at the half. The next day Mr. Cole found out that six of the team's ten members had gone to a neighboring town the night before the game. They had gone in Al Snyder's car and had arrived home very late because of a snow storm. At practice Cole "read the riot act" to the whole team, and especially to Snyder who had organized the trip. As this meeting was going on in the center of the gym floor, a few of the "downtown coaches" walked in to watch practice. This didn't stop Cole. He was excited and was swearing quite a bit. At one point in the trade Snyder smiled about something. Cole kicked him in the leg, told him "to get the ---- out of here," and not to come back until he was ready to play for the team and not himself. Snyder was back at the next practice. One of the onlookers had been his cousin. Cole hadn't known this, but he probably wouldn't have cared.

Two nights later, South Bay lost by 15 points to a very weak team. The next morning two alumni ("downtown coaches") came to see Mike Clark. They wanted to know what he thought of Mr. Cole. They had talked to Sands and Snyder and both blamed the coach for the team's poor showing. They wanted Clark to help them get rid of Cole by telling certain people about his recent actions. Clark said he simply would not go along with this idea, and that most of the team would stand behind Cole. The attempt to get a petition started was a failure.

South Bay won its next two games by wide margins and the team's troubles seemed to have cleared up. A short while later an

away game was played with Sauter Academy, and South Bay won again, giving them a record of 7 wins and 3 losses. The trip to Sauter was a short one with private cars used for transportation. Captain Clark drove one of the cars and took five other players with him. After the game Al Snyder went to Clark and told him that he had put a basketball in the trunk of Clark's car. Clark questioned him and learned that it belonged to Sauter Academy. Clark said nothing more until it was time to leave. Snyder had driven off in the other car with Mr. Cole. Clark then told the others in the car what had happened. They agreed that the ball should be returned right away. Clark took it back and said that it had been mixed up with South Bay's balls by mistake.

On the way home, a couple of the boys in Clark's car spoke about the actions of Snyder and Sands. They thought, but could not prove, that the pair had stolen two basketballs from two other schools. This was the first that Mike had heard about the two thefts, as he had been hurt at one game and hadn't made the other trip because of illness.

When they got back to Grayling, Snyder came over to Clark's car and asked for the ball. Mike told him that he had returned it and Snyder became angry. There was an argument, and Clark and the others told Snyder that they didn't want to have anything to do with stealing basketballs. They warned him not to do it again, because the whole team would get into trouble. In the meantime, Sands joined Snyder and told the rest of the players that it was none of their business what he and Al did. The argument broke up with nothing settled.

South Bay lost the next 2 out of 3 games, which made the team's record 8 wins and 5 losses. After the third game, which was lost by one point, everyone was very angry. The game was played away from home, and there had been fights and poor officiating. Principal Rogers was there, and he was angry with Coach Cole and the officials. Most of the players were angry with themselves and with the officials as well.

Just as most of the team members were about to leave the locker room, Rogers came "storming in," pushing the manager, Bud Jacks, and Al Snyder ahead of him. He said, "What the - - - is the matter with you, Cole? Can't you even see what's going on in your own locker room?" Rogers had seen a basketball thrown out of the locker

room window into a snow bank. He had waited in his car to see who would come and get it. Finally, three boys had come out, looked around furtively, and then pulled the ball out of the snow and wiped it off. Then they let the air out of the ball and put it in one of the traveling bags. At that moment they were "collared and herded" back to the locker room by the irate principal.

The incident upset everyone a great deal. The boys knew there was more to come. Coach Cole said later that he had received letters from two other schools, asking him if a basketball had become mixed in with South Bay's equipment accidentally. Now everyone wondered how many had actually been taken.

The next day at school Principal Rogers held his "criminal court." The members of the team who were not involved had agreed in advance not to tell about the Sauter Academy incident. Instead they tried to convince Jacks and Snyder to confess what they had done but they refused. The principal questioned each member separately and finally tricked one of the uninvolved players into telling about the Sauter Academy incident. When pinned down this player implicated Sands also.

Coach Cole was asked to check the homes of Sands, Snyder and Jacks. He recovered five basketballs, one at Sands' home and two each at the homes of the other boys. The balls were returned to the schools with apologies from South Bay's principal.

Public opinion differed greatly over the matter of the thefts. Many blamed the coach for poor supervision. Others thought that he lacked certain character traits himself. These statements probably came mostly from people who had developed a strong dislike for the coach. The principal was undecided as to the punishment for the guilty boys. Cole wanted to cancel the remainder of the schedule and throw the three boys out of high school athletics for good.

Evidently Rogers gave in to public pressure to a certain degree. Sands was allowed to continue with the team. It was discovered that he actually had not been involved with the stealing although he had accepted a ball from Snyder. Snyder and Jacks were dropped from the team and forbidden to participate in any more sports at South Bay High.

South Bay won 3 of its remaining 5 games and played good ball. The two games that were lost were very close, two of the three wins were over top teams in the league. Team unity improved; all did

their best for the coach. They seemed to appreciate his position and what he had been through. The team members agreed that most of it had not been his fault. The local fans, however, jeered him relentlessly at the remaining games. South Bay ended the season with 11 wins and 7 losses. Their conference record gave them a third place tie. It would be safe to say that everyone was glad to see the season come to an end. Considering the personnel, the team had compiled a poor record.

Matters quieted down between the basketball and the baseball seasons. There seemed to be a rift between Coach Cole and Principal Rogers, although it was plain that most of the faculty members sided with Cole.

When the baseball season started, many people were uneasy about the outcome because of Cole's earlier problems. Most of the members of the basketball team played baseball as well. Fortunately, there were no major incidents throughout the season. South Bay won the district championship and went on to win the regional title. They lost out in the state championship, but ended up with a record of 14 wins and 3 losses.

Many people seemed to change their minds about Cole now, as even Principal Rogers seemed more friendly with him. He was offered a contract and raise for the next year, but he was undecided what to do. He knew that many people still did not like him. Several job offers were very attractive, but they were not appreciably better than his position at South Bay High.

SUGGESTED QUESTIONS FOR DISCUSSION

1. Do you agree with Coach Cole's initial "get-tough" policy?
2. Does a coach ever have a right to tell others "to keep their noses out of his business?"
3. Should Cole have discussed the "team unity problem" with Clark?
4. Should either Snyder or Sands have been benched until they agreed to play with the rest of the team?
5. Should a coach ever "read the riot act" in the way that Cole did?
6. Should outsiders be excluded from watching practice sessions?
7. Why do you imagine that Snyder asked Clark to take the stolen ball back in the trunk of his car?

- 8 Should Clark have reported the incident to Coach Cole at once?
- 9 When Cole received letters from other schools about missing balls, should he have investigated the matter?
- 10 What do you think of the punishment meted out?
- 11 Do you think that Cole should take another position in the light of what has happened, and considering what some townspeople think about him?

PART 3

SUMMARY AND
CONCLUSIONS

THE GOAL A SUCCESSFUL ADMINISTRATOR

BY THE time you read this summary chapter you will probably have read and discussed many of the cases in this text. You have now been exposed to the case method of teaching human relations and administration as applied to the field of health, physical education, and recreation. It is not possible for the author to know if his hopes for this teaching method have been realized. This chapter is an effort to summarize some of the beliefs and reactions that have come from other groups similar to yours who have used this material and these cases.

The reason for this text was the belief by the author that the typical administration course in physical education and athletics has not given students an opportunity to face the sort of problems that will be encountered on the job.

The book started with something that actually was contrary to the case method approach: we attempted to characterize administrators into types such as strong, fairly friendly, weak, friendly, conservative, and democratic. Of course we realized that no person can be made to fit into a particular mold—that is, each administrator is unique and faces problems in a way all his own. We defined a competent administrator of physical education and athletics by saying that he would employ wise leadership in such a way that

a complex department would function effectively, making possible maximum learning on the part of the students.

Inductive versus deductive approach to administration

Delving into the theory of administration, it was reasoned that it might be possible to employ an inductive approach to administration where an examination of facts led to general concepts about possible action. Deductive reasoning, conversely, is an approach where we operate on the basis of principles which lead us to the identity of specific facts involved in a problem situation. Thus, an administrator acting on the basis of the application of guiding principles to an administrative problem would apply a definite action pattern to all situations. But this is not the way life situations occur, as a new pattern of rules seems to be needed with each administrative problem because of the variables introduced by the human personality factor. Some administrators seem to fail by attempting a combination of these two methods of procedure. The ever-present human relations factor seems to favor the use of the inductive approach, if an administrator hopes to achieve long-term success in his complex undertaking.

Learning by the case method

The primary objective of a course in administration and human relations is to increase the student's capacity to work effectively with others. The hope is that through this experience you have been helped to develop an attitude and a point of view toward administrative practice. If you, who have presumably had much experience with team sports, can see that group effort means literally "team effort," perhaps you will become a more efficient administrator in a society which stresses the importance of "democratic administration."

Although this book does not minimize the importance of factual knowledge, we do maintain that the important qualities for a successful administrator are: the ability to work cooperatively with others, the ability to think and act responsibly, and the ability to provide an "atmosphere" where co-workers will have an opportunity to work effectively and with true satisfaction as members of the group.

No fixed formulas for specific situations

By now you probably realize that the case method is no easy way to learn although some may disagree. In addition it is not an easy method for the teacher. There are no fixed formulas to use in specific situations. The need is for the administrator to devise with his associates a step by step pattern to bring the various factions in a situation into some sort of harmony so that progress can be realized. It has been called to your attention that McNair and Hansen have made some general suggestions that might be helpful in analyzing a case. They have stressed the importance of knowing all the available facts thoroughly and discarding the irrelevant ones quickly. We should decide for ourselves what the exact question at issue is. Furthermore, we should learn to ask the right questions to get at the basic problem.

Once we have settled upon what we think is the main issue in a case we may then break it down into sub-issues or sub-questions. McNair and Hansen believe that formulating and answering these sub-questions are the best ways to arrive at a solution to the basic issue. They prefer this approach to another method where pros and cons are listed on opposite sides of the "ledger" at the outset, although this technique may be helpful later in the analysis. Now that you have come to this point in the course have you found that there are a number of ways to approach the analysis of an administrative problem?

In most cases we have found that there are one or more alternatives that could conceivably guide our actions. If these alternative courses of action seem plausible their possibilities should be exploited for what they are worth.

It is neither necessary nor even desirable to memorize conclusions or available facts from a case. What we are trying to develop is the power to think and to plan in a constructive, orderly manner when confronted with a problem that must be met. Of course it is necessary to study a case carefully before discussing it, but it is just as important to think through the results of discussions and to understand what critical questions have been raised.

Currently useful generalizations

You have become aware that it is not possible to consider a particular case in a vacuum. Prior experience with other problem situa-

tions sharpens your discriminatory powers. We form "currently useful generalizations" continually—these serve as indispensable guides. Before leaving any case, we should always ask ourselves, "What have I learned that will help me in a general way in facing future situations?"

That some may still have some doubts about the wisdom of this approach is acknowledged. The hope, of course, is that this experience that has been shared with your classmates and instructor will help you to realize the goals that you have set for yourself in this challenging field of human endeavor.

Difficulty of communicating with others

You may agree that through the case discussions you have achieved a certain basis of understanding. The class knows a bit more about each other's reactions to certain problem areas in the field, yet, still further steps could be taken to achieve genuine understanding. It is difficult to convey our *real* thoughts to others and to get them to trust the sincerity, much less the wisdom, of our words.

Barnard offers some wise words about the establishment of a system of communications:¹

The first executive function is to develop and maintain a system of communications. This involves jointly a scheme or organization and an executive personnel. The processes by which the latter is accomplished include chiefly the selection of men and the offering of incentives, techniques of control permitting effectiveness in promoting, demoting, and dismissing men, and finally, the securing of an informal organization in which the essential property is the compatibility of personnel. The chief functions of this informal organization are expansion of the means of communication with reduction in the necessity for formal decisions, the minimizing of undesirable influences, and the promotion of desirable influences concordant with the scheme of formal responsibilities.

Others have difficulty with this approach

If you have found some difficulty with the case method at first, you should not be too disturbed. Fox discovered that the number of students finding difficulty with this method at Harvard had a direct

¹ Chester Barnard, *The Function of the Executive* (Cambridge: Harvard University Press, 1938), pp. 226-227.

relationship to the maturity and practical experience of those enrolled in the course² According to this study, approximately one third of an entering postgraduate class seemed to make an adequate adjustment About one half of this group were believed to have made what might be called a "complete" adjustment. Many of this latter group had excellent academic records beforehand but in addition, they had "unusual capacity to handle comparatively simple arithmetical problems, to express themselves clearly both orally and on paper, and to learn from experience" The remainder of this one third progressed with only occasional opportunities to discuss problems with faculty and administrative personnel. In the main, discussions with other students seemed to suffice

A second group, about one half of this entering class generally required between five and ten hours of counseling each This group seemed to have difficulty in grasping this new approach to learning after having been trained by typical "academic discipline" A third group, the remaining one sixth of the entering class, had what Fox terms "non medical difficulties of social orientation" They realized that they were not advancing with the rest of the group and they became confused, sometimes angry In these cases specific counseling attention was given

Each student must determine for himself his own strengths and weaknesses and must use them in the best way possible

When students realize that they are indeed on their own they eventually relinquish the established habit pattern of relying on the teacher for the answers Ideally you should be looking forward to the challenge of more administrative problems or cases in which you can test your mettle In the vicarious experience provided by the case method, you have been able as one instructor put it "to stick your necks out and have them stepped on" In time the "neck muscles become conditioned to the tread of many heavy feet. Fortunately only rarely does an individual become discouraged through these vicarious experiences, where the risk of failure is at an absolute minimum

Writing and analyzing cases

Certainly one of the most interesting experiences for students is to write a case and then analyze the situation If you have not already

² Andrews (ed.) *op cit* pp 41-45

done this, you should try it in the near future. It represents a challenge to your intellect as well as to your power of observation and your ability to tell a story factually. Naturally, the best cases are written by experienced case writers. Actually, this is a technique that you might continue to use in the future as you face administrative problems. Keep in mind that a good case writer is a good reporter, although every effort should be made to disguise the identity of each participant. One of the best preliminary indices of the usefulness of any case is the extent of interest which you have in it.

Basically, the case writer should report just what he sees and hears—no more. He should make every effort to obtain a broad perspective on the problem, while at the same time looking for commonplace statements and incidents which may hold significance. No one can ever know *all* the relevant facts of any case.

Writing examinations

You may now be facing a final examination in administration. It would seem wise to speak briefly about what may constitute a satisfactory examination paper in the case method. It may be more difficult for your instructor to tell you clearly and specifically why a paper is superior, satisfactory, or unsatisfactory, than if he were teaching, say, algebra. Perhaps it will help to tell how superior students approach the material at hand. Basically, they are concerned with the problem of communication and the achievement of a common basis of understanding. They take a carefully defined clinical approach, but they realize that no one can hope to learn all the facts in a given situation. They realize that a person responds not to *the facts*, but to the facts as *he sees them*. They believe the attitude of the administrator to be most important in determining the behavior of the various staff members. They stress the point that action taken too fast can trigger adverse reactions on the part of subordinates. They refrain from recommending "principles" of administrative action and suggest instead the adoption of basic assumptions that have to stand the test of verification in specific situations. Finally, they realize that people's behavior is governed by many different factors, and that staff members will not always be affected by logical thinking; hence, any given action on the part of a staff member might be taken in the light of the assumed favor or disfavor of the group.

Poor students, on the other hand, tend to see things as either "black" or "white." Many of them accept any and all *opinions* of the participants in the cases as *fact*. Some go to the other extreme and immediately discount any statements or opinions as unverifiable, these students do not help to analyze the problems evident in the cases. When some students find that they are making no headway in the analysis of a case, they "reason" that the particular case does not offer them enough information to gain the insight sufficient to formulate a solution.

From the standpoint of the "science of meanings," the language and logic of poor students show deficiencies. The words and phrases they use in their answers carry no real meaning. They tend to make statements like "the whole answer to this problem lies in the fact that the department head didn't establish good communications," or "that coach needs to lie on a couch and tell his troubles to a psychiatrist." Some seem possessed with the idea that a departmental administrator has two choices. he can get efficiency by being tough, or he can keep his staff members happy by being a "softie." The problem appears to be that students come to examinations prepared to think, to feel, and to act in the same old habitual ways. Students who have truly absorbed the lessons to be learned through the case plan of instruction have learned a new behavior pattern. Examinations bring with them a greater pressure. Poor students revert to their basic ways of thinking, because they have not yet mastered this new approach. They tend to concentrate on one small area of the total problem. They rarely show an understanding of the administrative process which has developed because of the problem explained in the case. They grasp for a solution—any solution—that will come to them at the moment. Because they are confused, they resort to an authoritarian approach, thus losing the precious opportunity to propose a solution that might better the administrative process in operation.

Some poor students see that a definite problem exists, hence, it must be solved immediately. They fail to see all the alternatives possible. "Either the coach should be dismissed, or the recalcitrants should be put on probation." They often set themselves up as "little Gods" and proceed to arbitrate in sepulchral tones. On the other hand, some qualify their statements to such a degree that their proposed solutions are meaningless. Others develop "should" complexes. "The coach *should* realize that he has been too strict with

the boys." "The boys *should* understand that winning the Harvard game means everything." "The athletic director *should* be able to see that the coach is under great pressure."

Implications for clinical research

With the ever-increasing number of graduate students in health, physical education, and recreation, there are ample opportunities for research in human relations and administration through the use of the case method. Although methods of research differ a great deal in their specific application, basically this clinical research would follow similar methodology involving observation; recording observed data; generalization to theory formulation; and testing the new generalizations by further clinical observation.³ Since little experimentation of this type has been conducted in physical education, students would, of necessity, need to acquire a background in clinical research and case writing. Some students, particularly those who have no special talent in statistics and its methodology, may find the case method of research intensely interesting, for here the concern is with the analysis of qualitative factors that simply cannot be measured by statistical treatment. This type of research has been recognized by many social scientists and is rapidly gaining favor. There appears to be a danger in attempting to discover a coefficient of correlation for everything in life.

Physical education is in need of a great deal of research that would contribute to fundamental theory and practice. Bauer offers a helpful analysis when he suggests that this research must provide for the following:⁴

(1) detailed observation of administration in process, including events and decisions as they unfold in administrative situations; (2) careful and skillful recording of observations of numerous ongoing administrative situations; (3) penetrating analysis of the data in each recorded observation, and comparison with data from other observations; (4) abstraction of tendencies or uniformities in the process of administration; (5) generalizations of a tentative nature concerning

³ *Research Methods Applied to Health, Physical Education*, rev. ed. (Washington: American Association for Health, Physical Education, and Recreation, 1952), p. 10.

⁴ R. C. Bauer, *Cases in College Administration* (New York: Bureau of Publications, Teachers College, Columbia University, 1955), pp. 40-42.

various uniformities or tendencies; (6) testing of generalizations by continued observation, recording, and analysis.

This approach could be applied easily to the many areas of health, physical education, and recreation in which elements of administration exist. The working relationships between men and women often become more complex when aims and objectives seem to differ. Supervision at the elementary level has many intricacies which need investigation. Similar problems are in evidence with the various administrative areas of programs at the junior and senior high, junior college, college, and postgraduate levels. These areas all present a great many problems in human relations. The evidence in the field of business research proves that immeasurable help can be gained from the case method.

The "tough-minded" approach

A re-emphasis of McNair's "tough-minded" approach seems essential to serve as a reminder that you cannot consistently straddle the fence in an administrative problem situation and survive. The case method is the "hard route," for you must tell others what you have decided should be done in a particular case. Naturally, others stand ready to challenge any statement that you make—that is, if they feel it represents a belief that they cannot accept.

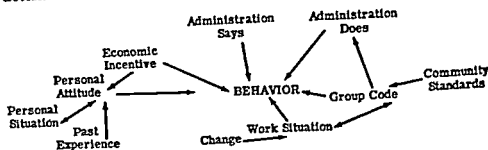
It should be obvious why instructors generally do a minimum amount of challenging at first in this type of course. It seems necessary for an instructor to refrain from too stringent questioning until the student understands fully the instructor's position. It would be easy for the instructor to use the authority of his position to get you to accept his beliefs.

McNair stressed further the instructor's responsibility to see that the class settles down to a "tough-minded analysis of the facts and issues" in the various cases. This is most difficult for an instructor if he is still to keep in front of him the goal of the nondirective approach. After the issues have been determined, it is possible to formulate critical questions and to reach a reasonable percentage of answers by considering the evidence pro and con.

The complexity of any administrative situation

Any administrative situation may be unusually complex. Hower offers a diagram that can be of considerable help. "Influences on

Behavior." A brief study of it will show just how many relations and determinants influence a person's behavior in any given situation:



INFLUENCES ON BEHAVIOR*

From this diagram it can be seen how many factors are involved in individual behavior. In some circumstances direct orders from the administration or economic incentive would be the most important determinants; yet, on other occasions they could easily have very little influence. The task as you analyze a problem situation is to gain as much perspective as possible. But you must, while responding to the facts as you see them, keep in mind that each person sees a situation differently. Such a realization should make administrators often hold back a little before initiating quick action to meet a problem.

Attitude is important

The administrator's attitude toward his staff is most important. When things go wrong and unrest prevails, almost anything that he does will be looked on with disfavor by skeptical eyes. Thus, any action taken to rectify difficulties will have to be considered most carefully in light of the reactions that this "remedy" may cause. If the line of communication has not broken down completely, the administrator may be able to predict with a good chance of success what effect his intended words or deeds will have. When you assume a new position with administrative duties, make your moves carefully and with considerable forethought.

Most people are willing to admit that they have certain bad habits. Unfortunately, although they often know what is right, they do not do it. When you assume an administrative post, you will need to improve your "batting averages" with the typical administrative

* R. M. Hower in K. R. Andrews (ed.), *op cit*, p. 96

practices that you will apply to problems. It is usually wise for example, to seek the counsel of others on the staff before setting a policy, but administrators often go ahead on the basis that "the boss knows best." Other false notions are staff members will work hard only when driven, the staff will generally respond to what the boss calls "logical thinking", what the administrator thinks about them is more important (to the staff) than what their colleagues think.

Don't leave cooperation to chance

With every passing year, education is becoming increasingly "big business." This means that administrators cannot expect cooperation among staff members and between staff and administration to develop by chance. Why is it that some coaches perennially have teams where fine team spirit is evident to all? Can this be achieved by telling the boys that they must cooperate with others? Is this team spirit developed by the coach because he promotes an atmosphere favorable to esprit de corps?

Such an atmosphere can be developed by delegating responsibility and authority, by allowing subordinates to participate in policy formation, which of necessity brings about emotional acceptance to necessary decisions, and by keeping the lines of communication open. In this way the administrative burden on top will be lightened, and all of the workers will develop a feeling of belonging to administration.

True democracy in action!

Perhaps now you are ready to take another step forward—to agree that administrators are made, not born—that they can be developed in a democratic atmosphere. Certainly there are risks to this approach, but at least everything is not being staked on the qualifications of one individual, who for any number of reasons, may not hold his position for long. The encouragement of this type of participation by staff members prepares for a succession of administrators capable of carrying on efficiently their predecessors' work.

Moving from the realm of the practical to the theoretical here is a way to come much closer to the goal of democratic education for which we have been striving. Now that you have made a good start in this direction, continue to use this approach in your work and strive constantly to develop all those attributes which will help to make you a better administrator of physical education and athletics.

APPENDIX A

SELECTED REFERENCES AND STANDARD TEXTS FOR USE WITH CASES¹

- 1 Bucher, C A, *Administration of School Health and Physical Education Programs*, 2nd ed St Louis The C V Mosby Co 1958
- 2 Forsythe, C E, *The Athletic Director's Handbook* Englewood Cliffs, N J Prentice-Hall Inc, 1956
- 3 ———, *Administration of High School Athletics*, 3rd ed Englewood Cliffs, N J Prentice-Hall, Inc, 1954
- 4 ——— and R O Duncan *Administration of Physical Education* Englewood Cliffs, N J Prentice Hall, Inc, 1951
- 5 Hughes, W L and E French, *The Administration of Physical Education* New York A. S Barnes and Co, 1954
- 6 Irwin L W, *The Curriculum in Health and Physical Education*, 2nd ed St. Louis The C V Mosby Co, 1951
- 7 Joint Committee (C L Brownell, Chairman), *Administrative Problems* Washington American Association for Health, Physical Education and Recreation 1953
- 8 Means, L E, *The Organization and Administration of Intramural Sports* St Louis The C V Mosby Co, 1952
- 9 Nash, J B, F J Moench, and J B Saurborn *Physical Education Organization and Administration* New York A S Barnes and Co, 1951
- 10 Scott, H A, *Competitive Sports in Schools and Colleges* New York Harper & Brothers, 1951
- 11 Shepard G E and R E Jamerson, *Interscholastic Athletics* New York McGraw Hill Book Co, Inc, 1953
- 12 Voltmer, E F and A A Esslinger, *The Organization and Administration of Physical Education* 3rd ed New York Appleton Century Crofts Inc, 1958
- 13 Williams J F, C L Brownell and E L Verner, *The Administration of Health Education and Physical Education*, 5th ed Philadelphia W B Saunders Company, 1958

Note This text may also be used as a "laboratory manual" with six of the standard texts listed above. See Part II of this Appendix for a breakdown of the cases describing how they can be used in conjunction with individual chapters of the selected texts

Each reference listed above appears alphabetically under each of the following problem areas about which it contains information

¹ It is recommended that the instructor make one or more copies of each of these references available on the reserve bookshelf in the library

Page numbers following the entries indicate where pertinent material may be found in each reference. After reading a case assigned for class discussion, the reader may wish to fill in any gaps in factual information he may recognize. It is quite possible that students may feel the need for further reading of references after the case has been discussed. Generally speaking, in the case method approach no reference reading is assigned by the instructor *before* class discussion. It is assumed that the student will recognize certain gaps in his "storehouse of information" and then do something about it.

Aims and objectives

- Bucher 21-22, 106-110, 111-116 445-449
 Forsythe (Handbook) 1-3, 11-15
 Forsythe 5-9, 380-390
 Forsythe and Duncan 1-2, 6, 7, 19-22, 23, 25-27, 52, 142
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 Irwin 42, 45, 46, 47, 49, 234, 255 266-268 323 325
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 Means 17, 21, 24, 27, 28, 29, 236
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- Bucher 38-54
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 Forsythe and Duncan 68-69, 83-84
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 Irwin 244, 312-326
 Joint Committee 52-68
 Means 33-36
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 441-444
 Scott 259-291
 Shepard and Jamerson 48, 69, 76, 78, 79-80 81, 123-124 134, 154-155,
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Voltmer and Esslinger: 6, 35-42, 45-52, 119-135, 142, 146-147, 156, 158-159, 270-271, 431-432, 434-436, 457.
Williams, Brownell, and Vernier: 5, 30, 36, 37, 46, 49, 51, 221.

Policies and procedures

Bucher: 38-54, 248.
Forsythe (Handbook): 16-17.
Forsythe: 148-179, 229-231, 424-426.
Hughes and French: 4-8.
Irwin: 54-64, 283-294.
Joint Committee: 49-133.
Means: 44.
Nash, Moench, and Saurborn: 147, 150-156.
Scott: 222, 230, 231, 233, 290, 291, 296, 404.
Shepard and Jamerson: 74-76, 77-78, 79-80, 80-81, 164-165, 166, 167, 242, 245-251, 252-255.
Voltmer and Esslinger: 32-53.
Williams, Brownell, and Vernier: 28, 29, 31, 33, 43, 66.

Office management

Bucher: 221-222.
Forsythe (Handbook): Entire volume contains forms, charts, and suggested rules and regulations which make it an invaluable office reference, 51-52.
Forsythe and Duncan: 81.
Hughes and French: 41-42, 286, 290, 326, 327, 329-331, 332-337.
Means: 45-46.
Voltmer and Esslinger: 6, 465-481.
Williams, Brownell, and Vernier: 65-71.

Public relations

Bucher: 178-194.
Forsythe (Handbook): 276-282.
Forsythe: 180-215.
Forsythe and Duncan: 241-254.
Hughes and French: 106-107, 183, 205-206, 340-351.
Joint Committee: Not discussed specifically, but see pp. 98-133.
Means: 45, 47, 348, 361, 373.
Nash, Moench, and Saurborn: 156-157, 160-161.
Scott: 337, 338, 437.
Shepard and Jamerson: 24, 40, 56, 76, 78, 84, 146, 154-155.
Voltmer and Esslinger: 6, 42-43, 420-449.
Williams, Brownell, and Vernier: 325-341.

Professional preparation

- Bucher 152-162
Forsythe 113-115, 280-282
Forsythe and Duncan 70
Hughes and French 45-46, 106 236-240
Irwin 38, 343
Joint Committee 53-54, 59-61
Nash, Moench, and Saurborn Not discussed except on p 426
Scott 45-50, 267-269
Shepard and Jamerson 48, 69 77
Votmer and Esslinger 36 119-120, 123-129
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Professional ethics

- Bucher 26-31
Forsythe (Handbook) 1-3 52.
Forsythe 51-52.
Hughes and French 39-40
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Scott 265-267
Shepard and Jamerson Not discussed specifically, but see Appendices
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Votmer and Esslinger 121-122
Williams, Brownell, and Vernier 7

Class discipline

- Bucher 248-249, 341-348
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Irwin 58, 289-291
Joint Committee Not discussed specifically, but see pp 68-78
Nash, Moench and Saurborn 201-202
Votmer and Esslinger 354-356
Williams, Brownell, and Vernier 155

Student teaching

For a discussion of this topic at considerable length see the following two volumes

- 1 Snyder, Raymond, and Harry Scott *Professional Preparation in Health, Physical Education, and Recreation* New York McGraw Hill Book Co, Inc, 1953

2 Zeigler, Earle F, *A History of Professional Preparation for Physical Education in the United States* New Haven Yale Graduate School, Doctor of Philosophy Thesis, 1950 Available on Microcards through the School of Physical Education, University of Oregon, Eugene, Oregon

Supervision

Bucher 50-53
 Forsythe 163-169
 Forsythe and Duncan 85
 Hughes and French 96-109
 Irwin 312-327
 Joint Committee 56-57
 Means 46
 Nash, Moench, and Saurborn 67, 166-168, 168-169, 466-467
 Voltmer and Esslinger 132
 Williams, Brownell, and Vernier 40-47

Legal liability

Bucher 123-151
 Forsythe (Handbook) 222-226
 Forsythe 46-47, 298-338
 Forsythe and Duncan 222-223
 Hughes and French 133-138
 Irwin 280
 Joint Committee 102-105
 Means 37-38
 Nash, Moench, and Saurborn Figure 55, 399, 469-472
 Scott 325-327
 Shepard and Jamerson 21-22 86, 146, 204, 205, 256-266
 Voltmer and Esslinger 6, 451-464
 Williams, Brownell, and Vernier 311-324

Required physical education

Bucher 325-366
 Forsythe and Duncan 70, 138-155
 Hughes and French 54-55, 64-65, 84, 336-337
 Irwin Entire volume is devoted to the various aspects of the physical education curriculum at the various levels
 Joint Committee 68-92
 Nash Moench and Saurborn Parts Six and Seven
 Voltmer and Esslinger 6, 54-118
 Williams, Brownell, and Vernier 75-99

Competitive athletics

- Bucher 381-401 402-439
 Forsythe (Handbook) Entire volume devoted to recommended athletic administrative methods alphabetically arranged
 Forsythe Entire volume devoted to various aspects of athletic administration
 Forsythe and Duncan 185-228
 Hughes and French 143-208
 Irwin 19 35 36 37 134-142 149 161-167 173 184-189 207 219 220-230
 Joint Committee 93-133
 Means Entire volume devoted to various aspects of the administration of intramural sports
 Nash Moench and Saurborn 57 172-175 393 400 and Figures 52 53 56 57
 Scott Entire volume devoted to competitive sports in schools and colleges
 Shepard and Jamerson Entire volume devoted to interscholastic sports in its various phases
 Voltmer and Esslinger 6 198-278
 Williams Brownell, and Vernier 204-238

Special physical education

- Bucher 367-380
 Forsythe and Duncan 96 167-178
 Hughes and French 110-125
 Irwin 301-311 333 334
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 Nash Moench and Saurborn 274 333 336 337 339
 Voltmer and Esslinger 350-351
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Evaluation

- Bucher 163-177
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 Nash Moench and Saurborn 181-182 183-184 191-192 193-195
 Scott 176 299-300 316 377
 Voltmer and Esslinger 504-522
 Williams Brownell and Vernier 342-356

Budget and finance

- Bucher: 34-35.
 Forsythe (Handbook): 36-45, 133-156.
 Forsythe: 256-277.
 Forsythe and Duncan: 117-128.
 Hughes and French: 308-325.
 Joint Committee: 65, 102, 106-109, 124-126.
 Means: 178, 305, 362.
 Nash, Moench, and Saurborn: 151-152.
 Scott: 293-345.
 Shepard and Jamerson: 161-195.
 Voltmer and Esslinger: 358-389.
 Williams, Brownell, and Vernier: 55-64.

Facilities and equipment

- Bucher: 211-243.
 Forsythe (Handbook): 98-123, 124-127.
 Forsythe: 216-228, 339-361.
 Forsythe and Duncan: 89-116, 128-137.
 Hughes and French: 242-307.
 Irwin: 55, 63, 286, 287, 297, 328, 329.
 Joint Committee: 82-92.
 Means: 82, 197, 327, 359, 395, 398.
 Nash, Moench, and Saurborn: 234-238, 247-249, 329-331, 350-355, 377-385.
 Scott: 10, 36, 40, 301, 309, 313, 474, 491-542.
 Shepard and Jamerson: 95-144.
 Voltmer and Esslinger: 171-197, 390-419.
 Williams, Brownell, and Vernier: 241-288.

Elementary schools

- Bucher: 265-268, 353-357, 393-394.
 Forsythe and Duncan: 6, 30.
 Hughes and French: 174-175, 297.
 Irwin: 65-124, 193-206.
 Joint Committee: Devoted to secondary level, but see 119-123.
 Nash, Moench, and Saurborn: 40, 199, 200, 251-257.
 Scott: 466, 476, 479, 480, 481.
 Voltmer and Esslinger: 77-80, 80-89, 505.
 Williams, Brownell, and Vernier: 46, 134, 278.

Junior high schools

- Bucher. 357-359, 394-395, 425-429
 Forsythe (Handbook) 194-198
 Forsythe 416-426, 434
 Forsythe and Duncan 8-19, 223-224
 Hughes and French Discussed under secondary school program
 Irwin 125-152, 207-219
 Joint Committee 119-123, other material applies to 9th grade
 Means Material discussed here can be used at all levels above elementary school
 Nash, Moench, and Saurborn 208-216 238, administration of physical education broken down into elementary and secondary programs
 Scott 466, 476, 479, 480, 481
 Shepard and Jamerson 23 231-232 233-237, 238, 239 241-242
 Williams, Brownell, and Vernier 169, 214 244

Senior high schools

- Bucher 359-361, 395-396
 Forsythe (Handbook) Volume devoted primarily to secondary school athletic administration methods and materials
 Forsythe Volume devoted exclusively to administration of high school athletics
 Forsythe and Duncan Text intended basically for secondary level
 Hughes and French 58, 59-60, 76, 77-78, 84, 90-91, 113 133, 151-152, 154, 175-176 177, 183, 200-201, 214-215, 297-298, 330-331
 Irwin 153-177, 220-230
 Joint Committee Entire book devoted to administrative problem areas in health, physical education, and recreation at the secondary level
 Means 61, 132, 133, 134, 220, 243 245
 Nash, Moench, and Saurborn 40-46, 259-414
 Scott 13, 240-244
 Shepard and Jamerson Entire volume devoted to various aspects of interscholastic athletics at secondary level
 Voltmer and Esslinger Entire volume devoted basically to secondary school physical education administration
 Williams Brownell, and Verner Text devoted basically to secondary level

Colleges and Universities

- Bucher 271-272, 361-363, 395-396
 Forsythe (Handbook) Many of the recommended athletic administrative methods and materials included apply equally well to colleges and universities

- Hughes and French: 60-62, 62-65, 65-68, 76, 77, 78, 84, 90-91, 114, 119, 129-131, 152-153, 154, 201-203, 214-215, 298.
- Irvin: 178-192.
- Means: Covers primarily intramural sports administration, college level.
- Scott: 55, 56, 57, 58, 60, 116; Volume devoted basically to competitive sports at all levels.
- Shepard and Jamerson: Volume devoted to interscholastic athletics.
- Voltmer and Esslinger: 103-118, 198-201, 205-212, 234, 255-260, 366-367, 442-443.
- Williams, Brownell, and Vernier: 98.

PART II

USE OF THE CASES FOR SUPPLEMENTARY WORK

Of the thirteen references listed on page 228, six are suitable for use as texts in a standard course of study in principles of administration. The current volume can be used for supplementary reading and study in such a course. Following is a list of these six texts, with a breakdown as to which cases apply to which specific chapters.

Hughes and French		Nash, Moench, and Saurborn	
Chapter	Case	Chapter	Case
1	1-30 generally	1	1-30 generally
2	8, 15	2	None
3	1-6, 8, 11, 14, 16-18, 20, 22-28, 30	3	1-30 generally
4	1, 5-9, 19, 25, 28	4	1, 2, 5-7, 9, 11, 13, 14, 16, 18-20, 24-26
5	5, 9, 21, 22, 26, 27, 28	5	None
6	3, 8, 23, 24, 28	6	None
7	9	7	1, 15, 16
8	9, 18, 27, 29	8	1-30 generally
9	5, 17, 25	9	3, 5, 26
10	1, 5-8, 10, 12, 13, 17, 19, 20, 23, 25, 28, 30	10	22, 24, 26
11	11	11	22
12	1, 5, 17, 25	12	24
13	3, 5, 26	13	26
14	14, 30	14	1, 6, 7, 9, 11, 14, 16, 18-20, 28
15	8, 9, 15, 27	15	8, 9, 11, 17, 21, 27, 28, 30
16	2, 5, 14, 15, 16, 19, 24, 30	16	1, 7, 14, 16, 17, 18, 24, 27, 28, 30
17	4	17	26
18	4-7, 10, 11, 14, 15, 18, 20, 23, 28, 28-30	18	None
		19	3, 5, 9, 21
		20	7-9, 27, 29

Bucher		Williams, Brownell, and Vernier	
Chapter	Case	Chapter	Case
1	2, 3, 5, 14, 15	1	1-30 generally
2	1, 2, 3, 4, 5, 6, 8, 11, 14, 16, 17, 20, 22, 23, 24, 26, 28, 30	2	1-30 generally
3	1-30	3	1-6, 8, 11, 14, 16-18, 20, 22-28, 30
4	None	4	2, 5, 14-16, 19, 24, 30
5	5, 9, 14, 15, 19	5	4
6	1, 2, 5, 7, 9, 11, 13, 14, 16, 19, 20, 24, 26	6	5, 24, 28
7	7, 8, 9, 27, 29	7	5, 8, 16, 18, 22, 28
8	1-30 generally	8	5, 9, 18, 27, 29
9	5, 26	9	None
10	5, 7, 10, 11, 14, 15, 20, 23, 26, 28, 29, 30	10	7-9, 22, 27, 29
11	5, 9, 14, 18, 23, 26, 28	11	8, 9, 18, 27
12	8, 9, 14, 15, 27	12	9
13	1-30 generally	13	17, 24, 25
14	None specifically	14	1, 5-8, 10-16, 19, 20 23-25, 28, 30
15	5, 18, 29	15	8, 15, 16
16	5, 9, 14, 18, 23, 26, 28	16	10, 12
17	9	17	8, 15
18	5, 17, 25	18	Same as Chapter No 17
19	1, 5, 6, 7, 8, 10, 11, 12, 10, 11, 12, 13, 14, 15, 17, 19, 20, 23, 25, 28, 30	19	8, 27
20	5, 15	20	1
21	None	21	None
		22	7-9, 27, 29
		23	4-7, 10, 11, 14, 15, 18, 20, 23, 26, 28-30
		24	3, 5, 26

Voltmer and Esslinger

Chapter	Case
1	1-30 generally
2	1, 2, 5-7, 9, 11, 13, 14, 16, 18-20, 24-26
3	1-30 generally
4	5, 9, 18, 23, 26, 28
5	1-6, 8, 11, 14, 16-18, 20, 22-28, 30
6	5, 18, 29
7	8, 9, 15, 27
8	1, 5-9, 10-13, 17, 19, 20, 23, 28, 30
9	5, 17, 24, 25
10	11, 12, 16, 30
11	18, 21, 22, 26, 27, 28
12	2, 5, 14-16, 19, 24
13	14, 16
14	4-7, 10, 11, 14, 15, 18, 20, 23, 26, 28-30
15	7-9, 27, 29
16	4
17	None
18	3, 5, 26

Forsythe and Duncan

Chapter	Case
1	1-30 generally
2	None specifically
3	1, 4, 6, 19
4	1-30 generally
5	8, 9, 14, 15, 27
6	2, 5, 9, 14, 15, 16, 24
7	5, 9, 14, 18, 23, 26, 28
8	8, 18, 21, 22, 27
9	5, 25
10	1, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 19, 20, 23, 25, 28, 30
11	1, 5, 25
12	5, 6, 7, 10, 11, 14, 15, 18, 20, 23, 26, 28, 29, 30
13	5, 26
14	None
15	1-30 generally

APPENDIX B

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